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ABSTRACT

This report gives a summary of the work and methods conducted by a study group at the University Without Walls (UWW) of Boston, June 1972-May 1973. Section II discusses some of the outstanding qualities that characterize UWW students. The backgrounds that influence their education experiences as higher education students and set them apart from traditional continuing education students is examined. Section III enumerates various aspects of the educational program, suggests the direction of needed changes in alternative education programs and outlines some of the project's efforts. Emphasis is placed on a community resources survey, community resources utilized, procedure for research team, and research and development. Appendices include the hearing before the general subcommittee of education, research and development, and additional supportive material. (MJM)

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RESEARCH AND DEVELOPMENT REPORT

Shaw University's

UNIVERSITY WITHOUT WALLS OF BOSTON

56 Dale Street
Roxbury, Massachusetts
02119

FOR

THE ACADEMIC YEAR 1972-73

OEG 0-72-4416

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SUBMITTED BY:

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Dr. Prentis M. Moore, Project Director

May 25, 1973

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UNIVERSITY WITHOUT WALLS OF BOSTON

INTRODUCTION

The grant of fifty-thousand dollars ($50,000) to the University Without Walls of Boston, a division of Shaw University of Raleigh, North Carolina, was awarded in order for us to develop an educational model for the disadvantaged of major urban areas of the United States, utilizing the vast resources of the city as a classroom.

However, before we get into the details of the model, a brief historical sketch is in order...both for the specific city and the educational climate.

Boston is the seventh largest city in the nation, with a population in 1970 of 641,071. It is known as the cultural center of the nation, the historical city of our nation, and the educational city of our nation. Almost any person in the nation can tell you about the Boston Symphony, the Boston Pops, the Boston Museum of Fine Arts or about the Freedom Trail, the Boston Tea Party, the Boston Massacre or about Harvard University, Boston University, M.I.T., the New England Conservatory of Music; for all these outstanding institutions and places are located in Metropolitan Boston.

Boston, as the Athens of America, is very much a metropolis of the seventies, with the advantages and disadvantages of many other urban areas.

Its population is a mixture of Mayflower settlers and freedom bus riders; old settlers and transient college students; a heavy concentration of Italians and Eastern European Jews who came over to work in factories and mills around the turn of the century, and most prominently the Irish - the Curleys and Kennedys and Fitzgeralds, who have given Boston a unique distinction politically, socially and economically.

Boston (our city) as the Hub of the Greater Boston area, is surrounded by 76 smaller cities and towns, which contain a population of approximately two-and-a-half million people.

It is the most prosperous city in New England with medical research, electronic equipment, scientific research, fishing, and shoes - all big business.

Yet, few persons outside of Massachusetts know of Roxbury, one of the largest single ghettos in the nation, which is also a part of the past and present of Metropolitan Boston.

It is here in this community of disadvantaged, oppressed, undereducated, and unemployed persons that the University Without Walls of Boston had its beginning.

A keen awareness of the critical need for a new system of education for Roxbury on the part of several individuals under my leadership prompted a meeting in 1969 for the purpose of establishing an urban university which would use the city as its classroom and, hopefully, produce the type of students who could deal effectively with the urban crisis.

Our first task was to carefully evaluate the positions and practices of the established colleges and universities in regard to disadvantaged students. Our first discovery was that the largest number of Black students in any institution of higher education in Massachusetts during 1969, were enrolled at the University of Massachusetts at Amherst. These students, numbering one-hundred, were recruited following the death of Martin Luther King, Jr., given scholarships, and the required tutorial assistance. However, after the first semester three-fourths of these students were on academic probation. In the other institutions of higher education during 1969, the percentage of Blacks was much lower, and most of those enrolled were from the southern states.

An awareness of the difficulties involved in establishing a new college prompted us to negotiate with an existing college for the use of their degree granting authority. Therefore, we worked out an agreement with Calvin Collidge College of Liberal Arts for the use of their degree. The degree, however, was not fully accredited. This fact presented problems in seeking funds. We tried the Sears, the Carnegie, and the Ford Foundation without success. The concept of an urban college was valid enough but the lack of accreditation held us back.

We met on several occasions with representatives of the Board of the Roxbury Community College - a group of concerned citizens who were planning to establish a Junior College. We agreed to share facilities.

Model Cities was looked into with their own plans for a Higher Education program. Our only agreement was to keep the channels of communication open.

While searching for viable alternatives, I was informed by one of my board members, who had visited Shaw University in North Carolina, that Shaw, under the leadership of Dr. James Cheek, President, and Dr. King Cheek, Dean, was interested in establishing a federation of urban colleges in various cities of our nation.

I made contact with the Cheek brothers and read each other's plans and soon discovered that our intent and plans and proposals were quite similar. It was, therefore, easy for us to decide that we should unite for our mutual interest. We revised our proposals in light of the unique features of the City of Boston, and submitted the proposal to the United States Office of Education, requesting funds for a University with the city as the classroom/The University Without Walls, with the full accreditation of Shaw University.

Subsequently, Dr. James Cheek became President of Howard, and Dr. King Cheek became President of Shaw.

After several months of waiting, we discovered that we were not the only ones seeking to establish a University Without Walls. For the Union For Experimenting Colleges and Universities, under the leadership of Dr. Samuel Baskin has also proposed a U.W.W. which would be funded by the Office of Education and the Ford Foundation. Shaw was, therefore, invited to join the Union and sponsor a unit of U.W.W.

The decision was made to become a part of the national Union For Experimenting Colleges and Universities, and Shaw's University Without Walls would be the Roxbury/Boston Unit.

The decision was made because, under the leadership of Dr. Samuel Baskin, the Union had been able to assemble seventeen of the leading colleges and universities in the nation. The combined resources, educational and financial, would mean a great deal to each unit of University Without Walls.

While the various negotiotions were being undertaken, the Boston Board of Directors established the structure of the traditional college with a President, Dean, and other administrative offices.

The Board of Directors of the University Without Walls of Boston - called the Urban College of Roxbury - decided to incorporate itself in the Commonwealth of Massachusetts as an educational corporation.

This action was taken in order to have certain safe-guards built into our program.

First, we needed to insure that we would be within the legal framework of the laws of the Commonwealth of Massachusetts. Since Shaw was an educational corporation in the state of North Carolina, our attorney recommended that we incorporate ourselves as a non-profit educational corporation. We followed this advise by incorporating ourselves as the Urban Institute of Roxbury.

The word "Institute" was used because it is illegal for an educational corporation to use the word "college" for the first year of operations. We have subsequently amended our Articles of Incorporation. The official name of our corporation is "The University Without Walls of Boston."

The second safe-guard built into our program was the establishment of the administrative structure of a traditional college with a President, Dean, etc. This was necessitated by the fact that the Board of Higher Education has to relate to these officers as various steps are taken for accreditation.

Further, we needed to be in a position to negotiate with other college and universities, community agencies, business, and industry to provide educational services on a contract basis.

We also were cognizant of the tenuous relationship with Shaw. A change in policy of administration could leave us in a very precarious position. We needed to insure that regardless of the relationship with Shaw, we would be able to continue as an accredited Institution of Higher Education.

The University Without Walls now has degree granting privileges through the Union for Experimenting Colleges and Universities in Ohio. This degree now has correspondent status with the North Central Association of Colleges and Secondary Schools. This new concept in Higher Education has been hailed as the first revolution in Higher Education in the history of our country. A great deal of attention has been focused on this concept. (See attachment)

Our particular unit of University Without Walls was established with a committment to provide Higher Education for the poor and disadvantaged of the city of Boston, with particular emphasis on the Ghetto, Roxbury.

UNIVERSITY WITHOUT WALLS OF BOSTON

Community Resource Survey

In order to mobilize the resources of the City of Boston, "our classroom" it was necessary for us to take a Community Resources Survey.

The Boston Chamber of Commerce is an excellent resource for information on the city. We also read the weekly Calendar of Events in the newspapers and local magazines.

Following is a listing of cultural, medical, educational, industrial, and religious facilities which are possible learning resources.

RESOURCES WITHIN METROPOLITAN BOSTON

1.
Museum of Science
Live animals and many do-it-yourself exhibits highlight the myriad of scientific displays that make this museum overlooking the Charles River Basin one of the most spectacular of its kind in the world. Many of the exhibits are concerned with space and rockets.

2.
Museum of Fine Arts
Permanent collections from many countries and periods, highlighted by the Forsyth Wickes collection of 800 pieces of 18th century French art. Periodic exhibits draw attention throughout the country. Other attractions include lectures, films, gallery talks, a children's room program and guides designed to introduce newcomers to the scope and locations of the museum's collections.

3.
Charles Hayden Planetarium
Sky shows are presented daily.

4.
New England Aquarium
Located on Central Wharf on Atlantic Avenue, this Aquarium contains hundreds of exotic fish and other aquatic creatures in some seventy tanks along the outer wall. There is also a Children's Aquarium containing a tidal pool which children are encouraged to touch and explore. The focal point is the world's largest glass enclosed ocean tank.

5.
Howard Museum-Including:

A. Peabody Museum: featuring Blachka Glass Flowers and unusual collections of birds, mammals, fish, insects, and minerals.

B. Busch-Reisinger Museum: (Also called the German Museum). Showcasing German art from the Middle Ages to the 20th Century.

C. Fogg Art Museum: A distinguished Museum housing a number of important collections, from ancient art to the post-Impressionist period.

6.
Antique Auto Museum:
Cars are the main attraction among the transportation exhibits, including President Roosevelt's Packard, Hitler's armored Mercedes and the Goldfinger Rolls-Royce from the movies. Located in Brookline.

7.
London Wax Museum:
Containing over thirty different tableaux with lifelike figurines from Paul Revere to the Beatles, taken from history, movies, and current events.

8.
Children's Museum:
Children may rummage through trunks and dressers in "Grandfather's Cellar," discover Gramophones and old toys, visit an Algonquin wigwam, taste exotic foods and try out many other fascinating exhibits.

9.
Freedom Trail:
The Freedom Trail is one and one-half mile walk that takes in 15 of the most historically rich sites in America. The Trail is specially marked, and a free booklet, distributed at Trail sites, describes many of the places in detail.

10.
Boston Common:

Originally, in 1634, set aside as a training ground for the Militia, the Common is America's oldest park and a verdant haven for Urban Bostonians. Its history is marred somewhat by the fact that suspected witches were hung by the lem near Frog Pond.

11.
State House and Archives:

Atop Beacon Hill is the seat of the Commonwealth of Massachusetts. Inside, an Archives Museum has a number of important historical documents.

12.
Park Street Church:

Situated on Brimstone Corner, (so called because gunpowder was stored in the church's basement during the War of 1812) this fine example of 19th century Boston ecclesiastical architecture was built in 1809. It was here the Hymn "America" was sung publicly for the first time in 1831.

13.
Granary Burying Ground:

Some of America's best known patriots, among them Paul Revere, John Hancock and Samuel Adams, are buried here, as are the victims of the Boston Massacre.

14.
Old North Church:

A Lantern shining in the belfry of this, Boston's oldest Church, was the signal that started Paul Revere's ride.

15.
U.S.S. Constitution:

Restored to her colonial glory, "Old Ironsides" was originally built in 1797 and saw action 44 times.

16.
Chinatown:

Adjacent to downtown Boston--a bit of China with its own customs, shops, restaurants and Churches Bulletin boards in delicate Chinese script give the news of the day.

17.
Logan Airport:

Constructed on 2,200 acres of man-made land in Boston Harbor and is served by twenty major airlines.

18.
Boston Public Library:

The Nation's oldest public library containing an extensive current collection of Books and literature as well as many historic documents. This library will double its capacity with an addition this year.

19.
Elma Lewis School of Fine Arts:

The Elma Lew School of Fine Arts, a National Center for Afro-American Artists, combining dance, music, drama and Afro-American History in an effort to establish and maintain a headquarters for Black culture. This project is funded by several major foundations, as well as private funds. It is located in Roxbury and is directed by Miss Elma Lewis.

20.
Fellowes Anthenaeum Library:

A Private library with an endowment of half-a-million dollars, and 6,000 volumes. Located Zero John Eliot Square, Roxbury.

HOSPITALS AND CLINICS
GREATER BOSTON AREA

CLINICS

Boston Evening Clinic
Boston, Mass.

Cancer Control Clinic of Mass.
Brookline, Mass.

Dimock Community Health Center
Roxbury, Mass.

Drug Addiction Rehabilitation Center
Dorchester, Mass.

Joslin Diabetes Foundation Inc.
Boston, Msss.

Lahey Clinic Foundation
Boston, Mass.

Martha M. Eliot Family Health Center
Roxbury, Mass.

Maternal & Infant Care Program
Roxbury, Mass.

New england Foot Clinic
Boston, Mass.

Putnam Children's Center
Roxbury, Mass.

HOSPITALS

Beth Israel Hospital
Boston, Mass.

Boston Hospital for Women
Roxbury, Mass.

Boston University Medical Center
Boston, Mass.

Children's Hospital Medical Center
Roxbury, Mass.

Human Resource Institute of Boston
Brookline, Mass.

Mass. Eye & Ear Infirmary
Boston, Mass.

Massachusetts General Hospital
Boston, Mass.

Mass. Mental Health Center
Roxbury, Mass.

New England Medical Center
Boston, Mass.

Peter Bent Brigham Hospital
Roxbury, Mass.

PARKS AND MUSEUMS
GREATER BOSTON AREA

PARKS

BOSTON COMMON

BRIGHTON RECREATON CENTER

CARTER PLAYGROUND

CHARLESTOWN HEIGHTS PLAYGROUND

COLUMBUS PARK LOCKER BLDG.

DORCHESTER

EAST BOSTON STADIUM

FRANKLIM FIELD

NORTH END PARK

SULLIVAN SQUARE PLAYGROUND

TOBIN BLDG. REC. CENTER

WASHINGTON PARK REC. CENTER

MEUSEUMS

MUSEUM COLOR SLIDES ASSN.

LONDON WAX

MUSEUM OF AFRO-AMERICAN HISTORY

MUSEUM OF FINE ARTS

MUSEUM OF SCIENCE & HAYDEN PLAN.

MUSEUM OF THE AMERICAN CHINS TRADE

MUSEUM OF TRANSPORTATION

HARVARD MUSEUM

ELMA LEWIS SCHOOL OF FINE ARTS

JUNIOR COLLEGES OF MASSACHUSETTS
GREATER BOSTON AREA

Becker Junior College
Worcester, Mass. 01609

Bradford Junior College
Bradford, Mass. 01830

Cambridge Junior College
Cambridge, Mass. 02138

Chamberlayne Junior College
Boston, Mass.

Deane Junior College
Franklin, Mass. 02038

Fisher Junior College
Boston, Mass. 02116

Franklin Institute of Boston
Boston, Mass. 02116

Garland Junior College
Boston, Mass.

Grahm junior College
Boston, Mass.

Lasell Junior College
Auburndale, Mass. 02166

Leicester Junior College
Leicester, Mass. 01524

Mount Ida Junior College
Newton, Mass.

Northampton Junior College
Northampton, Mass. 01060

Pine Manor Junior College
Chestnut Hill, Mass. 02167

Wentworth Institute
Boston, Mass. 02115

Massachusetts Bay Community College
Watertown, Mass. 02172

Massasoit Community College
West Bridgewater, Mass. 02379

Middlesex Community College
Bedford, Mass. 01730

Newton Junior College
Newton, Mass. 02158

North Shore Community College
Beverly, Mass. 01915

Northern Essex Community College
Haverhill, Mass. 01830

Quincy Junior College
Quincy, Mass. 02169

Quinsigamond Community College
Worchester, Mass. 01605

Worcester Junior College
Worcester, Mass.

COLLEGES AND UNIVERSITIES
GREATER BOSTON AREA

Amherst College
Amherst, Mass. 01002

Assumption College
Worcester, Mass. 01609

Babson College
Wellesley, Mass. 02157

Bentley College
Waltham, Mass. 02154

Boston College
Chestnut Hill, Mass. 02167

Boston Conservatory of Music
Boston, Mass. 02215

Boston University
Boston, Mass. 02215

Brandeis University
Waltham, Mass. 02154

Clark University
Worcester, Mass. 01610

Curry College
Milton, Mass. 02186

Eastern Nazarene College
Quincy, Mass. 02170

Emerson College
Boston, Mass. 02116

Emmanuel College
Boston, Mass. 02115

Harvard University
Cambridge, Mass. 02138

Hebrew College
Brookline, Mass. 02146

College of the Holy Cross
Worcester, Mass. 01610

University of Massachusetts
Boston, Mass. 02114

Lesley College
Cambridge, Mass. 02138

Lowell Technological Institute
Lowell, Mass. 01824

Massachusetts College of Art
Boston, Mass. 02215

Massachusetts Institute of Technology
Cambridge, Mass. 02139

Merrimack College
North Andover, Mass. 01845

Mt. Holyoke College
S. Hadley, Mass. 01075

New England Conservatory of Music
Boston, Mass. 02115

Newton College of the Sacred Heart
Newton, Mass. 02159

Northeastern University
Boston, Mass. 02115

Radcliff College
Cambridge, Mass. 02138

Regis College
Weston, Mass. 02193

St. John's Seminary
Brighton, Mass. 02135

Salem State College
Salem, Mass. 01970

Simmons College
Boston, Mass. 02115

Suffolk University
Boston, Mass. 02114

Tufts University
W. Somerville, Mass. 02155

Weelock College
Boston, Mass. 02215

Wellesley College
Wellesley, Mass. 02181

CHURCHES WITH AVAILABLE SPACE FOR UWW
WHEN NEEDED

Union United Methodist Church

Beulah Pilgrims Holiness Church

Roxbury Presbeterian Church

Eliot Congregational Church

Ebenezer Baptist Church

UNIVERSITY WITHOUT WALLS OF BOSTON

COMMUNITY RESOURCES UTILIZED

The non-financial contributions of time, facilities, and equipment amounts to approximately $100,000. This includes the following which has been indispensable to our ability to function:

-- The facilities of the Eliot Congregational Church, 56 Dale Street, Roxbury, Massachusetts; 35 classrooms, 5 halls, 1 gymnasium, 3 offices, a court-yard, showers for men and women, 8 restrooms, audio-visual equipment, and a darkroom.

-- Wentworth Institute; the use of an 1130 computer, and classroom space.

-- The software for computer instruction and data processing contributed by IBM.

-- Classroom facilities at Harvard University.

-- Classroom facilities at the Massachusetts Institute of Technology.

-- The Fellowes Anthenaeum Library; the full use of the library, plus funds to purchase books for the library recommended by our students and faculty.

-- Classroom facilities of the Massachusetts Correctional Institution at Walpole, Norfolk, and Concord.

-- Trunk lines for computer connections and services for our main office at 56 Dale Street, Roxbury, Massachusetts, contributed by the Honeywell Corporation.

-- The facilities of Channel 2 for a course in Cinematography, 16mm film, processing, and the use of a television camera.

-- The facilities of WBZ - Radio and TV.

-- The faculty and facilities of the Chandler School of Boston.

BUSINESSES AND ORGANIZATIONS PROVIDING INTERNSHIP EXPERIENCE
for
STUDENTS AT UNIVERSITY WITHOUT WALLS

Crispus Attacks Children's Center
Dorchester, Mass.

Lattimer Foundation
Cambridge, Mass.

Lena Park Community Center
Dorchester, Mass.

Roxbury Chamber of Commerce
260 Dudley Street
Roxbury, Mass.

Roxbury Children's Services
22 Elm Hill Avenue
Roxbury, Mass.

Roxbury Multi-Service Center
Roxbury, Mass.

School Volunteers for Boston
Boston, Mass.

*Sickle Cell Center of Boston
Boston City Hospital
B[illegible] Mass.

*Department of Transportation
Raytheon Service Company
Kendall Square
Cambridge, Mass.

*Senior Citizens
Freedom House
14 Crawford Street
Roxbury, Mass.

*Orchard Park Day Care
908 Albany Street
Roxbury, Mass.

Boston University Center for Exceptional Children
St. Mark's Congregational Church
Humboldt Avenue
Roxbury, Mass.

*Salaried Positions

UNIVERSITY WITHOUT WALLS OF BOSTON
56 Dale Street
Roxbury, Mass. 02119

PROCEDURE FOR RESEARCH TEAM

The research to be carried out by The University Without Walls of Boston has two basic purposes:

First: To carefully outline the planning and operating of the Roxbury Unit.

This includes documentation of the steps in the following areas:

- Recruitment and orientation of students
- Curriculum planning and development
- Counsellor Assignment
- Establishment of short term and long range goals for our students
- Faculty recruitment and orientation
- A study of the possibility and feasibility of Life and Employment Experience Credit
- Assist students who may need part or full time employment
- Plan of tuition payment or financial aid - when funds are available

Second: To study the feasibility of using the University Without Walls of Boston as a model for offering Higher Education to the disadvantaged of other major cities in the United States.

In order to achieve these goals the following staff has been organized.

Dr. Prentis M. Moore, Director

Dr. Daniel Wood, Research Associate

Mr. Robert Powell, Consultant

Dr. Abdul Elkardy, Consultant

Dr. George Bowling, Consultant

Student Research Assistants were selected from those currently enrolled in University Without Walls with the following instructions and responsibilities:

- Read the research proposal and discuss its meaning and implications.
- Weekly meetings were to be held with Dr. Moore and Dr. Bowling during April and May.
- Each student assistant was assigned ten fellow students as his direct responsibility under a "buddy" system in order to improve communications between students, faculty, counsellors, and administrators.
- Gain additional input for curriculum development.
- Assist in the detection of personal problems which may impair the student's performance.
- Each student assistant was also given the responsibility of recruiting ten new students for the September 1972 session.

A variety of methods were to be used in recruitment.

High Schools, street corners, businesses, community programs, Churches, social agencies, other colleges and business schools.

The following students were appointed to the Research Team:

Dianne Kitchen, Secretary
William McKissick   Cecelia Costa
Richard Rose
Clara Holley   Michael Richardson
John
Leon Sztucenski   Marie Dryden
Mark Ringels

UNIVERSITY WITHOUT WALLS OF BOSTON

RESEARCH AND DEVELOPMENT

The research component has been an indispensible instrument in developing the project at the University Without Walls of Boston. Designing an alternative education program for urban minorities has necessitated that self-evaluation be a continuous process for primarily two reasons: (1) to support the exigency of providing such a program in the community; (2) to measure the effectiveness of such a program in spite of the number of existing educational programs in the Boston area. Naturally, responding to these general but not insignificant needs determined automatically the role that the research component would play; and as a result, the research component identified, analyzed, and divided its role into four closely related segments: (1) to provide documented evidence to support designing such a program; (2) to identify the student population at whom the program is directed; (3) to determine the orientation and content of the program; and (4) to measure the effectiveness and success of this educational process with hopes of serving as a model for other urban communities who feel an obligation to sharpen the bargaining tools for its economically and culturally deprived citizens, so that they may gain access to more job opportunities and thereby become more productive and self-supporting citizens in the American society.

This report will give a summary of the work and methods conducted by a Study Group, a research director and ten student assistants, at the University Without Walls of Boston for one year, June 1972 - May 1973. This Study Group, in involving its non-traditional student population has used somewhat unorthodox grass root methods; but, in order to respond sensitively to the needs of the low-income, we have deemed it necessary to involve this target population in the identification of their own educational and career development needs and in the design and operation of the program to meet their needs. Thus, we have attempted to design, to operate, to analyze, and to present this program in forms that may be replicated.

As this report will reveal, this project involves approximately 60 students who were enrolled at UWW during the school year 1972-73.[1] The work of the Study Group has been confined to the Boston area, specifically to the Roxbury, Mattapan and Dorchester communities, for these are the areas in which our target population resides. As an example, the Census Bureau reports the 90,040 minority members[2] live in these communities, with 7,472 of these citizens earning annual incomes under $2,999 and with $6,588 as the median family income. The Census Bureau also reports that the median education level of these residents is 11.7, and equally unfortunate, only 8,220 of these minority members have completed three or more years of college training.[3]

Since responding to the educational needs of these residents is both crucial and overwhelming, we have limited our observations by these constraints (and others that will become evident). Nevertheless, we are hopeful that our work will offer encouragement and be useful to those in other areas of the country interested in similar problems.

I will begin with a description of the background and organization of the Study Group and the ways in which we carried out our work. Section II discusses some of the outstanding qualities which we believe characterize the University Without Walls students who are our focus of concern. We will examine the backgrounds which influence their experiences as higher education students and set

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1. *See appendix II STUDENT CHARACTERISTIC ANALYSIS, Page 2*
2. *In this case, minorities are defined as Blacks, Indians, and Spanish speaking Americans.*
3. *Department of Commerce, Bureau of the Census; State Economic Areas, Subject Reports - PC (2) - 10B, 1970.*

them apart from the traditional continuing education students. Section III enumerates some of the aspects of our educational programs that are of particular concern to the UWW students, it suggests the direction of some of the changes that are needed in alternative education programs, and it briefly outlines some of the project's efforts with regard to specific issues.

SECTION I

THE UNIVERSITY WITHOUT WALLS STUDY GROUP

In June 1972 the office of Education granted the University Without Walls of Boston $50,000 to develop a model education program for urban minorities. Dan Woods was appointed director of the research project and he along with Dr. Prentis M. Moore began searching for other individuals to assist Mr. Woods in this project.

They selected ten (10) students from its student body in an effort to engage in a "grass-roots" planning process; and this method, we believe, may serve as a useful model for planning with other low-status groups in the society - not only those seeking higher education, but conceivably welfare recipients, prison inmates, delinquents, etc.

Prior to the development of this project, in February 1971, The University Without Walls had already embarked on an alternative education program designed primarily for those who have been denied an opportunity to begin or to continue their college education but who have gained considerable knowledge and skills through their involvement in various urban programs such as; Model Cities, Opportunity Industrialization Center, Community Health clinics, welfare organizations, businesses, industries, and so forth.

The needs and goals of these students varied. Although most of them were articulate, they had difficulty in communicating their ideas in writing. Nearly all had had acute community experiences but lacked a theoretical framework and prospective to develop their ideas beyond the specific situation in which they were operating; and they felt a Bachelor of Arts or Science or a Masters Degree would provide them both with the skills, the background, and the legitimacy to enhance their contributions to their own communities. Yet, in spite of their unwavering motivations to struggle for an education, most of these students could not afford to pay for their education. This revealed itself in September 1972 when Shaw University forced the staff at UWW - Boston to increase its tuition from $50.00 per course to $150.00 per course or $400.00 per term; 70% of the students were forced to withdraw; one-half of which had never paid any tuition. Consequently, the enrollment dropped from 100 students in May 1972 to 60 in September 1972.

Hence, this research project afforded ten of these students the opportunity to continue studying and to work as research assistants simultaneously; they received salaries ($200.00 per month; $100.00 of which was used toward tuition) along with credit for their work. Of the ten students who were hired, five were males; five were females; all had studied in the program at least one semester; and eight were Black and two were White. All the research assistants defined themselves as low-income and urban in background and all have had considerable work experience in various community organizations and services.

In his initial meeting with the research assistants, the director, Mr. Woods, explained to the students the goals and proposed methods of study. The original research plan involved developing an interview schedule and conducting a substantial number of individual interviews with students who were currently enrolled;

with students who had withdrawn from the program; with students who were currently attending other continuing education programs; and with individuals who were high school drop-outs, college drop-outs, and individuals who had never attended college. After they had conducted these interviews, they were to analyze the collected data in as rigid a fashion as appropriate. At this point, one of the problems which must be anticipated in a venture of this nature became apparent. Most of the students lacked confidence in conducting the interviews and participating in the research plan, since they had never been exposed to the standard social science techniques. Even worse, many were hostile about, sceptical of, and suspicious of becoming involved in such a project, since the Black community has been the test tube for a large number of studies and reports, although they recognized and admitted the need for an educational program of this nature. Thus it became evident at the first meeting that this research plan would not work.

As a result, the research plan was altered to include weekly seminars to orientate and to instill confidence in the researchers, to acquaint them with the procedures and skills in conducting research and to devise, as a group, the research plans, objectives, and procedure.

In September 1972, I replaced Dan Woods as director of the research team and continued to work with the plans and objectives that the team had devised as much as possible. After an in depth discussion of what had been accomplished, we began to outline our future steps, thereby establishing the following objectives as areas to be studied, evaluated, and tailored to meet the needs of our urban students:

OBJECTIVES:

1. To study the backgrounds of the current UWW students - concentrating on

the motivating factors in their decisions to seek and pursue a higher education degree program; their personal, educational, and employment goals, and attempting to define the meanings that a higher education held for each of them.

2. To identify recruitment procedures.
3. To identify pre-admission sources of information and counselling.
4. To identify admission procedures.
5. To design orientation and counselling procedures.
6. To define and design academic advising procedures.
7. To develop alternative avenues of building skills.
8. To seek the appropriate teaching methods and to stimulate faculty sensitivity to the needs and backgrounds of these students.
9. To design a curriculum to meet the educational needs of the students.
10. To reduce the time required to obtain a degree without sacrificing academic or professional excellence.
11. To tap the available financial resources.
12. To ascertain the educational needs of the community in order to sharpen the programs' direction.
13. To tap the resources of the community - personnel and facilities - and to utilize them in the program.
14. To evaluate continuously the effectiveness of the program.

METHODOLOGY:

The UWW study group has used formal and informal instruments in collecting data from its subjects who include its student body population, UWW faculty and advisors; faculty, administrators and students in approximately twenty-five continuing education programs; personnel in social agencies, and businesses, and residents in the Boston area. Questionnaires, application forms, autobiographies, student profile sheets, and personal interviews (taped and untaped) were the major tools used. However, in a number of instances, the more important feedback measuring the effectiveness of the program has come through informal "rap-sessions."

SECTION II

CHARACTERISTICS OF THE UWW STUDENT

If one says, "An alternative education program should be developed for minorities in Boston," many people's immediate response would be, "That's absurd! The Boston area is the academic mecca of the United States; there are enough existing colleges and universities for every individual to attend - including minorities. Furthermore," he would argue, "Look at the increasing number of minorities that are admitted each year." Certainly, we admit that Boston does have an exceptionally large number of higher education programs, but can we honestly say that these programs are sensitive to or even aware of the needs of its low income and minority? Think of the number of people whose careers are stifled because they cannot meet the rigid entrance requirements or perform on the accepted level of achievement as their more fortunate counterpart who was educated in one of the best private schools, travelled widely, and was reared by parents who are college graduates. Unfortunately, too many college administrators still feel they have fulfilled their obligations when they provide financial aid and a counselling program for minorities. This appears to be only a band-aid approach. Surely, the financial aid is needed but its close associate-counselling seems to suggest that all minorities are deficient deviants. But this, of course, is not our primary concern; we are disturbed about that appallingly large number of individuals who society seems to suggest do not or should not have a right to an education because they do not fit in the"middle class education mold". Don't these people deserve the right to have an education, too? Do we not have an obligation to develop an education program which is sensitive to the backgrounds, experiences, and the needs of the poor and the minorities?

Intellectually, society realizes that these citizens deserve the right to become educated; but the problem is - the middle class educators have neither deemed it necessary nor felt compelled to spend time studying the various approaches to learning in the college area; consequently, society has settled for the counselling and, more frequently, the "elimination" approaches for minority.

Contrary to the counselling approach, the study group would emphasize the positive aspects of the students. This approach would force institutions to think in terms of attitudal changes in relation to its faculty and administrators. They would concentrate on studying the different ways that students learn, the restructuring of the higher education curricula and the improvement of the adult education status.

However, before any behavioral patterns can be altered, the study group emphasizes, one must first become acquainted with and understand the characteristics and qualities of the students.

When we turn to the UWW student population, we are amazed by the varied backgrounds and experiences[4] they bring to the institution; some students are married; some are single; most have children; some work in prestigious governmental offices;

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4. *Ibid*

some work in factories, laundries, in menial jobs; many are unemployed, and a surprisingly large number are supported by welfare. Another factor which reveals the versality of this group is the age. Apparently, students from 18 to 57 do not have much in common,[5] but a closer look at the UWW students reveal the contrary. These students' common bonds have interwined long before they reached the portals of this program.

In the first place, inspite of the implications in sociological reports, poor urban minorities have always been faced with responsibility. As children, these students' parents or parent went out to work and usually left the oldest child with the task of caring for the younger children when an aunt, cousin or grandmother was not available. They grew up with the responsibility of helping to provide food, clothing and shelter for other members of the family.

Today, 90% of these students have children and families of their own. This means, of course, that if jobs are available, they have to work to provide food and shelter for their families. Many students, therefore, have to schedule their time for studying around their working hours. In addition to their carrying-out responsibilities at home and at work, these students are usually involved with community affairs; they have been absolutely committed and effective community workers in a variety of public service programs; such as, church committees, Big Brother of America, school committees, and local election campaigns. The lives of many of these individuals have been radically affected by efforts to create "maximum feasible participation of the poor" in poverty programs. Many have served on planning boards or community action committees and have gone on to become "para-professionals in the fields of housing, welfare, health, education, etc.

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[5] *Ibid.*

Another factor that characterizes the UWW students is the negative and somewhat brutalizing experience that each has encountered in the public school. Because of this experience, it is a paradox that they seek an education again. For instance, 18% of the student population are high school drop-outs; 10% of which are males under 25; they dropped out in the tenth or eleventh grade because of boredom with the school system; then many fell prey to the drug culture but have become rehabilitated. They recognized the difficulty of getting a job without a high school certificate and are working now toward that goal.

Other more fortunate students readily recall the high school counsellor who advised them not to take the college preparatory courses, trying to discourage any Black students from considering college, even if they were outstanding students.

Then there are those who attended college for a year or two but were forced to withdraw because of insufficient finances or academic standing. After assuming family responsibilities, these students usually find it difficult to return to school full-time and to continue fulfilling their domestic responsibilities. Although the academic experience sometimes engendered bitterness, they still recognize the significance of having a degree.

Last are the students whose personal relationships with the academia are remotely removed, but because of the problems their children have encountered; they still distrust the school system. They are so familiar with the stigma that teachers place on children which sometimes handicaps a child permanently.

Inspite of these unfortunate experiences, these students enthusiastically return to school with an intense determination to achieve a definite goal. They realize the significance of attaining a degree. The "para-professionals," for example, are a group who have been victimized by the lack of a degree. Many did the work of professionals, indeed they often did the work that professionals could not do. They were not eligible, however, for the higher salaries, the status, the recognition nor the advancement of professionals because they did not possess "that piece of paper." They were planning programs, writing proposals and carrying out major administrative and substantive agency work, but they could neither receive the funds nor exercise the authority. They felt they were not listened to.

Some of the other students pursue the degree for other reasons. Some were denied the opportunity to attend college previously and have worked for years in uninteresting jobs; now, they perceive this program as an opportunity to achieve a long-desired goal.

Still there are other students who are not interested in earning a degree. Many of these students usually like to take three or four courses to gain more proficiency on the job, while the others take courses for personal development in order to understand and cope with the problems they encounter in the urban community.

Nevertheless, whatever the students' motives forstudying may be, each student who is pursuing a degree cannot afford the time nor money to spend a long period acquiring a liberal education. These students have defined their goals; they have made a sacrifice and a committment to learn the essentials; after which they want to return to the work world to make worthwhile contributions and to become more effective and more productive citizens.

Finally, the last factor which characterizes the UWW students is their difficulty with using the communicative skills, particularly in writing. Since these skills are of utmost significance in one's educational and vocational experiences, it is imperative that the students' skills be developed early in their careers to avoid frustrations later.

We can conclude, therefore, that the UWW students have backgrounds that are different from the traditional college students. And, to develop a viable program for these students, one must be cognizant of their backgrounds in order to fulfill their needs.

SECTION III

RECRUITMENT AND ADMISSIONS[6]

Recruitment:

As all innovative programs which suffer from lack of exposure, we must make a conscientious effort to publicize our program and to reach those whom we seek to serve. Having searched for sensitive and appropriate ways to reach out to the urban communities, we mailed brochures and letters of introduction to each social agency and high school in the Boston area; then we followed-up with appointments and interviews.

We have also placed announcements and feature articles in the local newspaper, conducted interviews on WILD radio station to ascertain the educational needs of the community, and appeared on numerous radio and television programs discussing what UWW was about. Finally, Ebony Magazine featured an article on UWW in its April 1973 issue.

Admission:

At UWW we advocate open admission polity; we cannot afford to close the doors of education in the faces of the inquiring minds. We believe that each individual should be given an opportunity to learn. As a result, we ask each individual to fill in the application, to write a resume, and an autobiography; to submit two letters of recommendation and, his/her high school or college transcripts. After the student has submitted the application package, he comes in for a pre-admissions interview to discuss aspects of his life that may have been omitted in the application package, his educational plans, and his goals. We utilize the autobiography not only to ascertain personal background material but also to serve as an instrument to measure the student's communicative skills.

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[6] *See Appendix II ADMISSION PACKAGE, Page 4.*

SECTION IV

THE NEEDS OF THE UWW STUDENT

The needs of the UWW student can be categorized into four areas: (1) Educational goals (2) Counselling and Academic advising (3) Tutorial services (4) Financial Aid.

Educational Goals

The students' major interest areas are: Behavioral Science - Business Management and Economics - Public Administration - Communication and Radio - TV Education - High School Equivalency

Counselling and Academic Advisory Procedures

Contrary to the opinions of many administrators, the UWW students do not require extensive counselling, especially after their first year. The advisor assists the student in planning his program, after which the advisor merely serves as a consultant as the plan below indicates.

1. The student identifies his major interest area in a pre-admission interview.

2. The counselling consultant assigns the student to an adjunct faculty member in his major interest area or she selects a qualified advisor in the community, if there is no faculty member available. The the counsellor arranges an informal conference to introduce the two parties.

3. The student and his advisor develop a tentative plan of study which includes application for non-traditional learning experience credit, courses in classroom, internship experiences, and research projects; then they submit this plan to the Dean of Students for approval. The student does not have to submit his or her complete plan as soon as he enters the program but he or she is encouraged to do so by the end of this first year. The student always has the option to renegotiate a contract, if he or she desires.

4. The student is encouraged to maintain a close relationship with his advisor, especially when he or she works independently on a project.

Tutorial Service

If a student encounters difficulty in a course or an independent project, he/she can inform either his/her advisor, instructor, counselling consultant or the Dean of Students. Then the counsellor or the Dean selects a tutor in the problem area from the tutorial file and arranges an appointment for the student to begin receiving assistance. Members of the community, faculty, advisors and students serve as tutors; in fact, some of the students have organized math tutorial sessions for two hours each Saturday afternoon.

For the summer, we have organized a Communications Workshop which will meet on a regular basis each week. This workshop was developed because of the increasing concern about the students' inabilities to analyze written material and their inability to communicate their ideas in writing.

Some students recognize their weaknesses and have requested assistance; others were encouraged to enroll by faculty members and advisors.

Financial Aid

85% of the students need financial aid. Although there is not enough aid available for each student who desires to enroll in school, students may apply to the Massachusetts Board of Higher Education, the Work-Study Program, and the Eliot Trust Scholarship Fund. However, we recognize that this area still needs to be developed.

SECTION V

CURRICULUM DEVELOPMENT

Major Areas Requested

The educational goals of the students have dictated that we offer the Bachelor of Arts and Bachelor of Science Degree in the following areas[7]: Behavioral Science, Public Administration, Business Management and Economics, Education (Elementary and Kindergarten), Liberal Arts, and Communication (Radio Broadcasting and Television).

Degree Requirements

Inspite of our attempts to become non-conventional, we have been forced to revert to a traditional instrument-credit hours - in assessing the requirements for the degree. Each student must fulfill 127 credit hours in order to be awarded the Bachelor of Arts or Bachelor of Science degree. We recognize the weakness in this instrument, but we are compelled to retain it until we devise a more appropri-

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[7] See Appendix II DEGREE REQUIREMENTS, Page 5- 11.

ate method of measurement.

However, the students are allowed absolute flexibility in methods of fulfilling the requirements in most courses after completing the basic requirements. For example, each student must demonstrate that he/she has proficiency in using the communicative skills, since this is one of the prevalent weaknesses that they posses. But after this requirement has been satisfied, the student may fulfill the requirements for almost any course by examination, non traditional learning credit, internship experience, and individual projects.

Classroom Teaching Techniques[8]

As suggested earlier, faculty sensitivity to the students' backgrounds and needs is imperative in an education program of this nature. In an evaluation of their teaching techniques,[9] most faculty members revealed that they used absolutely different techniques from those which would be used in a traditional college program; for instance:

1. They used a slower, simplistic approach and accelerate as the student began to grasp the knowledge.
2. They used informal discussion methods to allow students to participate.
3. They were aware of students' other responsibilities; thus they shortened reading list by discussing articles and books themselves.
4. They assigned reports to small groups rather than to individuals in an effort to dissiminate the responsibility.
5. They capitalized on learning situations in the community as much as possible.
6. They were continuously striving to develop the students' communication skills.

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[8] *See Appendix II FACULTY RESOURCES, Page 12 - 18.*

[9] *See Appendix II, EVALUATION OF TEACHING TECHNIQUES, Page 19 - 23.*

7. They were involved in additional hours of tutoring.

Directed Study Projects

After a student has fulfilled his basic requirements, he may elect to fulfill the requirements for a particular course by working independently on a specific project. In this instance, the student fills out the Request for Directed Study form[10] which will reveal his goals, objectives, activities, and learning experiences he anticipates acquiring. He/she also develops a tentative outline for the activities, and gives his/her plan to the designated faculty member whom the student is free to select. The two parties develop a contract stipulating the nature of the project; the anticipated time involved, the objectives to be achieved, the activities involved and the evaluative techniques involved. This contract is then submitted to the Dean of Students; thus the two parties begin to execute their proposals.[11] At the completion of the project, both parties evaluate it according to the agreement stipulated in the contract, and arrive at the terms for agreement.

Granting Credit for Non-Traditional Learning Experiences

Granting credit for non-trational learning experiences is one of the most appealing aspects of this program to the urban student. As previously mentioned, these students are seeking an education (i.e., a college degree in as little time as possible) and most of them have had valuable learning experiences on their jobs, in community activities, and, in some instances, in traveling.

If a student desires to apply for this kind of credit, he must apply before the end of his first year to avoid taking a course from which he might have been exempted. In order to apply, he should write a detailed evaluation of each experi-

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[10] *See Appendix II APPLICATION FOR DIRECTED STUDY PROJECT, Page 24.*
[11] *See Appendix II CONTRACT DIGEST, Page 25.*

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If a student desires to apply for this kind of credit, he must apply before the end of his first year to avoid taking a course from which he might have been exempted. In order to apply, he should write a detailed evaluation of each experience using the suggested guidelines.[12] Then he has to attach supportive materials and letters from supervisors or other people who can corroborate his experience. After the student has submitted all of his material for appraisal to the evaluating committee - Dean of Students, his/her advisor, and a faculty member in the student's major field - the four parties, including the student, discuss the learning activities acquired from these experiences.

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[10] *See Appendix II APPLICATION FOR DIRECTED STUDY PROJECT, Page 24.*
[11] *See Appendix II CONTRACT DIGEST, Page 25.*

The committee proceeds to translate the experience into tri-mester credit hours by using the following formula:

12 months/40 hour work week = 9 tri-mester hours

Of course, this formula is not rigidly adhered to, primarily because one secretary might have worked for three years, yet her level of awareness, including skills may not exceed those of a secretary who has worked only one year. Next, the committee matches the skills and attitudes acquired from the experiences with the objectives in theoretical courses; thus they determine which courses have been fulfilled by functional achievement. Frequently, students earn credit for experiences that may not be related to the major area but are still significant learning experiences; in this case, it can fulfill electives or basic core slots.

Internship Positions

Internship positions or coop-education are a vital part of the curriculum. Some students are already working in areas in which they are seeking a degree; they need the credit for this work experience in order to receive the degree in as little time as possible. Then there are a few students who desire the internship position simply to become exposed. Most important, however, 43% of the students are unemaccumulates 43 hours from non-traditional learning experience, he/she has 84 remaining hours to fulfill. Suppose he/she decides to contract with his/her employer to use his/her present position, co-ordinator of the YWCA Youth activities as an internship position, then he/she proceedes to make contracts for four additional courses or projects each trimester. Hence this student has accumulated 45 hours in one year which means he/she can probably fulfill his requirements in two years.

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[12] *See Appendix II-GUIDELINES FOR APPLICATION FOR NON-TRADITIONAL LEARNING EXPERIENCES, Page 26.*

In our efforts to help the student complete the requirements in as little time as possible, we definitely do not want to sacrifice performance and scholarship. Indeed, we will have defeated our purpose if the students cannot compete and do not possess the desired skills. To avoid this pitfall, we have conferred with over twenty-five businesses and social agencies asking them to evaluate our curriculum and to make suggestions wherever they deem it necessary. They also have recommended specific experiences that the students should learn in the classroom and the experiences that would be more meaningful through internship.

SECTION VII

EVALUATION TECHNIQUE

Evaluation technique has posed a problem to the traditional educators for some time; and like them, we have been perplexed with the problem, too. Frankly, we have not devised a means of informing the students of the successfulness or unsuccessfulness of their experiences, without using some of the traditional jargon that has negative implications. Failure is the one thing that we do not want to convey to the student; as we mentioned earlier, most of these students have negative and brutalizing memories of school, and we want to encourage them, not reject them. But, neither do we think we should deceive the students by telling ployed and are on welfare, and for these students, an internship position means temporary employment and possibly full-time employment and a means of becoming independent.

Tutorial Classes for High School Equivalency Certificate

Students who are studying for the GED usually sign contracts for tutorial sessions in English, History, Mathematics and Reading. The tutorial sessions meet once per week as a group; these students meet with their tutors on a one-to-one basis as frequently as five times a week or as little as two times per week. Some students complete the tutorial in one trimester; others spend a year. After the student receive his/her certificate, he/she receives college credit for the tutorial sessions; thus hoping to motivate him/her to continue to study.

It is obvious, therefore, that the area of curriculum development is defined by the demands of the student population. Although this area is the essence of the alternative education program, it has not been adequately developed. The constraints of insufficient time and finances have prevented us from designing models which are educationally sound and would be respected by employers, and other colleges and universities. In fact, Mr. Lovell Dyette has consented to developing an alternative model for the students majoring in television. Hopefully, this project will be completed during the summer and incorporated in the curriculum in the Fall Trimester, 1973. And, we anticipate using this approach for reconstructing the major area so that we may fulfill the needs of the students more effectively.

SECTION VI

TIME INVOLVED FOR FULFILLING DEGREE REQUIREMENT

The amount of time a student spends in earning his/her degree may vary from one to five years. It depends upon the individual.. For instance, if student X them they are performing exceptionally well - although all of us know that they are not. How do we resolve the dilemma?

At this point, we have not. These urban students demand grades or some means of evaluation and their employers do too.

In an effort to arrive at some workable solution, we have used the pass, fail, and incomplete with a lengthly-written evaluation of the student's strong points and weaknesses. Then if the instructor wishes, he may recommend additional learning experiences that he feels would be valuable to the student's developments.

Instead of using fail, most instructors use the incomplete to allow the student more time to finish the project, or to do whatever has to be done. The "F" is used only in instances in which the student has shown no interest whatever. The emphasis is placed on extensive tutorial rather than failure, for we don't want evaluation techniques to cause the students to become alienated in this educational process, too. The most important thing to remember is - these students are still somewhat apprehensive about the education system.

Finally, as the study group looks back over the activities that we have involved ourselves, we question the effectiveness of our efforts. No doubt, this program has stimulated many students to develop self-confidence and self esteem; and it has enabled many individuals to gain employment, to become more proficient and efficient on the job; it has been instrumental in helping some to receive promotions, and it has enabled a few to capitalize on the basic educational concepts to gain access to other educational programs; such as nursing, engineering and so forth.

We can further demonstrate that we have harnessed some of the resources in the community; we have convinced businesses, social agencies, industries, and hospitals to develop internship positions for the UWW students; to provide facilities and equipment, and to release some of their employees as advisors or faculty. Equally important, the traditional colleges and universities have cooperated in providing classroom space, library facilities, and faculty personell. Finally, libraries and other learning facilities throughout the community have been opened to our students.

Yet, inspite of the accomplishments we have pointed out, the fundamental questions are "To what extent are we benefitting these urban students who are pursuing a degree?" "Will these students be prepared to compete and succeed in professional schools if they pursue that course, or will they be prepared to compete and excell in the job market?" As vital as these questions may be, we can not provide the answers; it is too early. At this time, only two students, a Black male and a White female, have graduated. The female has completed her first year at New England Law School as an outstanding student; the male graduated in May 1973 and has applied to the UWW Graduate School. Although these students have proven to be successful, we need a broader spectrum of graduates before we can make a valid judgement.

All in all, the study group strongly believes that this program is and will be a viable aspect of the urban community. Although there are areas that still demand development and modification, we hope that other communities will be stimulated to replicate it.

CONCLUSION

As we seek direct financial aid, we will be exploring other avenues to improve the quality and breadth of the curriculum while, at the same time, keeping expenditures at a minimum. These efforts will include:

-- more extensive utilization of community resources such as churches, theatres, concert and music halls, art galleries and exhibits, museums, libraries, commercial and special exhibits, aquariums, zoological parks, botanical gardens, sports facilities and parks.

-- attract a greater number of experienced volunteers (both professional and non-professional people) to teach, counsel, assist and provide specialized services.

-- student placement (through internships, externships, and assistantships) in service agencies concerned with health, welfare, corrections, research, day care, and environmental control.

-- the establishment of cooperative educational programs with business and industry so students can earn as they learn in insurance companies, banking institutions, department stores, electronics plants, etc.

FUTURE PROGRAM GROWTH AND FINANCIAL STABILITY

The size of enrollment beyond September, 1973, and future program offerings will depend as much on the extent to which we extend and implement the procedures outlined in the preceding section as on our ability to raise funds directly. Eventually, it is anticipated that the UWW of Boston will become self-sustaining once sufficient momentum is attained. The low-cost factor in combination with scholarship aid and the students' gainful employment will insure the costs can be absorbed by tuition and fees.

APPENDIX I

Hearing Before The General Subcommittee On Education

We have always taken the youngster on the basis of need and in the process of doing this we come up with a 60–40 balance.

Mr. PUCINSKI. That is very good, very interesting, and I thank you very much.

STATEMENT OF DR. PRENTIS M. MOORE, PRESIDENT, UNIVERSITY WITHOUT WALLS, ROXBURY

Mr. PUCINSKI. Dr. Moore, you have been a very patient man, and I have read your statement, and you have done a good job of putting into perspective your thinking.

The second section deals with the nuts and bolts of trying to put together your program.

You are certainly correct in suggesting this concept. I presume you are well aware of the fact that the Ford Foundation has just funded the New York State Department of Education, and I believe it is Stanford University, some $1,800,000 to test this concept of university without walls.

Are you familiar with that?

Dr. MOORE. Right, we are tied in with colleges and universities, which is located in Yellow Springs, Ohio.

Mr. PUCINSKI. Tell me, this budget that you have, your entire statement will go in the record, but what I would like to get is more on the actual mechanics of the proposal.

This budget of $178,000 you had, how many students would that cover?

Dr. MOORE. That would allow us to accommodate approximately 200 students.

If I may have your permission, I have what is an updated version of where we are right now in the Univeristy Without Walls, because ours was first to officially get off the ground.

If I could read the statement, I would appreciate it.

The overwhelming preponderance of educational concepts and methodologies in operation today reflect the axioms of education of yesterday.

These concepts and methodologies, which are in common practice, accommodate very restricted interest groups, but they are not applicable to, nor can they satisfy the needs of the vast segment of our Nation's human resources.

Moreover, even for the privileged groups they do serve, education systems of today show little responsiveness to individual needs; failure is common (and accepted) and efficiency is low.

In urban cities, where crises are the rule rather than the exception, these observations are particularly true.

It is highly probable that the most central and overriding consideration in these urban crises is the factor of equality of opportunity rather than that of civil rights.

Although there is still much to be done in establishing the reality of the rights of all Americans as guaranteed by the Constitution the task of making equality of opportunity a reality has just begun.

Equality of opportunity cannot be legislated through the simplistic expedient of reducing admissions requirements in educational institu-

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tions or qualifications for career situations without regard for consequences that follow inevitably.

The need for successful progression after admission or employment is as vital as the admission or the employment—and successful progress for a vast segment of our urban residents is not a highly probable event under the irrelevant conditions that prevail in our usual academic institutions or the demanding situations of competitive employment, when admission requirements and qualifications are lowered without compensatory education and/or training.

One of the compelling reasons for the establishment of an urban institution, an institution dedicated to the urban community it serves, is the all-too-often dominance of traditional and archaic values in a new environment, in a new era, and for a new people.

One of the saddest commentaries on our unhappy world of today is the failure of unification of humanity with technology.

Even more disheartening is our inability to achieve this unification where we might have a right to expect it—in our education-training systems.

Surely, the mentors of our children should be the pioneers in merging concepts and disciplines that must be integrated and yet the system of narrow focus that permeates our great institutions seem self-perpetuating ad infinitum.

Education still has the common connotation of the vague; indeed, the impractical. Training still has the common connotation of low level skills, the vocational, and the implications are less than complimentary to the dignity and prestige of the individuals possessing the attributes that training makes possible.

Yet the need for a combination to his own best mix is incontestable.

The victims of this cruel and unrealistic separation of education and training are our students, the future human labor resources of our Nation who seek the status and dignity of society-acceptable certification coupled with cultural development.

The idea that manipulative dexterity complements rather than competes with abstraction is assumed in the relationship between a musical performer and a composer.

A good pianist can receive the same sense of community prestige and recognition as the composer whose compositions he plays.

Unfortuntely, this does not hold true for the analogous relationship between the mechanical engineer and the machinist.

The separation is so complete that the engineer in his student days is often loathe to learn the limitations of machines through hands-on experience and this because of the attitude conveyed by many educators.

The limitations of conventional institutions to cope with the urban problems extend beyond the barriers of arbitrary caste discrimination.

Although we invest a substantial combination of manpower effort and expense in military early warning detection systems, our total contribution toward the early warning detection of failure in our institutions, or of individual problems, is negligible.

Current measures of predictivity of success or failure are still crude, but the state of the art now allows for accountability systems that permit a system to improve with use through feedback of performance data correlated against prediction.

Modern management and data processing techniques used with discretion and integrity in a carefully designed systems plan should provide substantial progress in our early warning detection system for counseling and guidance of all our students, including those suffering under the complexities of urban disadvantage.

Thus, a successful guidance program in an urban institution will serve a broader population spectrum, the entire urban community and will furnish a basis for decisionmaking relative to many situations, such as the articulation of general, vocational, service, geriatric, adult, and continue education-training with higher educational programs.

Moreover, a successful guidance program, one in which individual performance matches predictivity, will provide a hope factor for motivation which will guarantee, minimally, successful continuing education-training for every conscientious person deserving it.

It should be emphasized that community participation is an urban institutional program is not only desirable, but essential. Sensitivity and common purpose are simple words to state, but highly complex and difficult to realize.

Cooperative efforts are not restricted to residents of the community alone.

In order to offer educational experiences representative of the true future environments for which students are in preparation, cordinated programs with industrial, business, government, and other organizations and agencies must be encouraged.

Education and/or training need not be confined to residence within the formal walls of an institution.

For many reasons, and under many circumstances, institutional space, expensive as it is, and limited in the population it must serve, should be utilized for those aspects of education-training that require its specialized resources.

It should be noted that education/training resources include a wide variety of media and methodologies.

In the decade of the 1970's, and in the decades to follow, increasing emphasis will be directed toward providing curriculums, programs, and methods tailored to each individual in a vast heterogenous population.

Despite the obvious knowledge that individuals differ in their learning rates, in their motivation, in their effective use of different sensory modes (for example, audio, visual, tactile, et cetera), and in a myriad of other factors including noncognitive and affective, the usual education/training system attempts to coerce the student to adapt to a rigid system, rather than to adapt the system to the student.

It is in the adaptation of the educational and training system to each student in the urban institution amidst the obstacles of the urban environment in a directed program toward defined objectives that the urban college claims its uniqueness and its identity.

It is in this framework that equality of opportunity is possible.

It is in the mobilization of systems technology in the quest of upgrading the dignity of man that the unification of technology and humanity can occur.

It is in this philosophical, conceptual, and implementable totality that the subcomponents of the system can take place whether these be motivation, counseling, curriculum, and course development, methods, community cooperation, facility development, or perhaps most important, attitude receptivity on the part of each participant in the system; the administrator, the teacher, the guidance officer, the student, the parent, the community, in fact every individual and group influencing or influenced by the process of education/training directly or indirectly, past, present, or future.

However, with the best of intent, and conceding the accomplishment of all of the above, there still remain other critical considerations.

The economic viability of the institution and the individual must be assured.

Increasing costs of institutional operation have skyrocketed tuition costs beyond the financial capabilities of the majority of this Nation's students.

There are solutions, but, once again, the usual ostrich attitudes and unimaginative approaches of most educational planners do not condone innovative programs.

The earn-as-you-learn plan is one such possibility to replace the current earn-rather-than-learn obstacle which deprives so many of an opportunity for continuing education.

One fallacious argument that is advanced by educators of yesterday is that only a privileged academically elite student population is entitled to post-high school financial support.

Their argument vanishes if we substitute continuing education, indeed, may be higher education, but then again it may not.

It could be education or training in breadth—horizontally rather than vertically.

For example, a new skill may replace or complement an old one. An electronic technologist may be trained in medical technology so that he can perform in the new technology of biomedical electronics without necessarily reaching more sophisticated conceptual levels.

Whatever form continuing education/training takes—higher, comparable, or lower (to recover or receive a skill not acquired previously) a student desiring it has every right to expect it if his peer receives it through arbitrary determination.

However, he must be advised of his probability of achieving his goals, and of alternatives possible if successful attainment does not appear likely.

This is the first step in equality of opportunity and sets the stage for success or early warning detection.

If an earn-as-you-learn scheme is not possible for the program desired, Government subsidy to the student, and/or loan with repayment according to ability on a future percentage basis is not too much to expect of a nation that commits greater financial burden to less worthy causes.

In fairness to the educational system which has been much criticized in this exposition, it should be noted that the sterile and isolated attitude of the educational institution is met by an equally isolated and limited atmosphere of the industrial organization which spends billions on education/training programs with low efficiency of productivity.

The two groups need each other—apparently they have not discovered this yet.

When they do, the synergistic benefits of both the education/training program and its financial promise for the institution, the organization, and the student may be realized.

When we think in terms of a viable educational system that appreciates the living laboratory of experience, we must include the multiplier factor that could take place if the student as he receives benefits from his predecessors transfer some of his newly acquired assets to the students who follow him.

Thus, each student contributes to the system as a teacher or teacher's aide upon successful mastery of selected subject areas.

The implications for the training of urban leaders and teachers should also be noted.

With the emergency of creditability and certification based upon task performance against stipulated behavioral objectives, but independent of the path or route to achieve successful performance, the barriers to more effective education/training at considerably lower costs will crumble.

Even with a climate conducive to an educational and financially viable education system, there will continue to be a painful road of agonizing failures, of inappropriately applied innovative educational methodologies, good machines with poor programs, good programs with poor machines, good programs and good machines applied prematurely to unindoctrinated administrators, students, workers, faculty, community.

We can learn, even from unanticipated obstacles through an educational management system which provides a continuous feedback of information as discussed previously.

While we anticipate new judgment errors until an acceptable degree of optimization is achieved, we do not expect a repetition of mistakes.

We have become increasingly aware of the need for providing the simplest mechanism capable of performing a task effectively.

Complexity breeds breakdown, and its use is justified only in the absence of alternatives.

If the simplest effective scheme in a particular educational system is a teacher and a text in a classroom, so be it.

But should it prove as effective to show a movie for a specific concept, then there should be little hesitation to take this course of action.

However, the decision remains with the human—initially the counselor or instructor—or, as the responsibility for learning is transferred from teacher to learner—eventually the student.

This is not only more ego satisfying, but provides the basis for individual study, which is so important for self-improvement and safeguard against obsolescence.

In discussing resources available to an institution, and, in fact, to a community, it is surprising how little effort is made to integrate with the education system the potential of libraries, museums, zoos, botanical gardens, aquariums, parks, playgrounds, recreational and cultural facilities such as concert and music halls, mass communication media including television, radio, the press, corporate exhibits for job motivation, career exposure, services, process education, and environmental relationships, social and government agencies, hospitals, in fact the entire spectrum of organizations serving society.

The integration of the community resources with education and training systems should not happen haphazardly for maximum benefit.

The planning of the articulation of these resources with curriculums poses the problems of generation of new program development including teacher training as a prerequisite, logistics of scheduling intrainstitutional and interinstitutional, and community resource development.

As we contemplate community resource development, the entire concept of related comprehensive community development is brought into issue.

PROPOSED SOLUTION

In the previous section, the problems and concepts necessitating an innovative urban college have been discussed in generalities.

Shaw University has great interest in Roxbury (Boston) as the location of the first of a series of urban colleges dedicated to implementing the principles outlined.

Roxbury, part of Boston, Mass., suffers from the pangs of poverty and injustice as do so many of our urban inner cities.

There are too few college-bound youths. The loss of talent to the community and to the Nation is incalculable.

Severe inadequacies and dislocations in planning and facilities threaten to perpetuate this situation indefinitely.

Equal opportunity is a myth, and widespread despair a very real fact.

Fortunately, however, there are courageous and motivated community persons who are determined to better raise their cause and that of the community.

Shaw University, in conjunction with representatives from Roxbury, developed the "university without walls" of Roxbury conceived in the conceptual framework as follows:

The city is the classroom. The university has no walls.

The urban environment offers its resources—the university accepts them.

Students earn as they learn.

Educational objectives emphasize: sound and sensititive judgments; thorough grounding in a career area; liberal arts as a tool to continuing education; upgrading level of awareness; and unifying humanities with the sciences and technologies.

Certification and degrees awarded for demonstrated performance and achievement irrespective of path of attainment.

The program structure will complement and supplement traditional educational practices which are of proven value with novel methods and imaginative utilization of facilities and resources available.

The curriculum will accent the acquisition of basic learning skills including: reading; writing; oral communication; and quantitative reasoning.

Modern methodologies will be utilized as appropriate. With the acquisition of fundamental skills, the student will participate in general education seminars, as for example: urban issues and problems; humanities and arts; and understanding science for survival.

The student will also be responsible for a concentration of studies in a selected field.

Typical are the following: urban sciences; business management; and apprenticeships in trades and crafts.

Books and syllabuses for home study, et cetera, programed instruction and other media will also be required.

A noteworthy departure from the usual academic institution will be the extensive and comprehensive utilization of community resources.

This is considered of sufficient importance to warrant some elaboration.

Resources can and do constitute a diverse possible spectrum. They may be classified in a multitude of systems, but the following should convey a representation of the scope contemplated: People.

The diverse talents of professional and nonprofessional people, young and old, from all walks of life, public and private, and having all levels of experience, will be called upon to:

Teach,
Counsel,
Donate,
Participate,
Assist,
Provide specialized service, and
Facilities-cultural, educational, and recreational.

Cities underutilize their facilities for the education and experience of their poorer people.

This is especially true of:

Theaters,
Concert and music halls,
Art galleries and exhibits,
Museums,
Libraries,
Commercial and special exhibits,
Aquariums,
Zoological parks,
Botanical gardens,
Sports and stadium facilities, and
Parks.

These facilities are available to residents, but they never become part of a planned program of education/training.

This lack of integration results in patchy enrichment at infrequent intervals.

Yet, the potential educational benefits may exceed more formal and traditional instruction.

This concept may be augmented to include the service agencies in a community.

The potential wealth of experience and inspiration that can be gained from a cooperative activity between an institution and the service agencies in its environment is virtually untapped.

Internships, externships, assistantships, and demonstrations all can contribute materially to the growth, development, and motivation of students and community residents.

Among the service agencies, inclusive but not preclusive, may be listed:

Health,
Welfare,
Correction,

Research,
Day care,
YMCA, YWCA, YMHA, YWHA, and
Environmental control.

Churches can be utilized more fully. They provide an enormous opportunity for gatherings that touch upon personal values in the affective and noncognitive domains. Labor and trade unions may also be approached to enable community residents to learn trades and skills that no institution can teach.

If we are to achieve freedom from the constraints of the formal institutional walls, support from the mass media must be enlisted.

Among the essential media are:
Television,
Radio,
Newspapers, and
Publishing houses.

Finally, business and industry must be approached. The Boston area is rich in its diversity of businesses:
Insurance companies (Prudential, John Hancock);
Banking institutions (Unity Bank—one of the Nation's fastest growing black banks, First National Bank);
Electronics industry (Raytheon, Itek);
Polaroid;
Computer systems;
Department stores (Filenes' and Jordan Marsh);
Chain supermarkets (Stop & Shop, First National); and
Famous Route 128 Industrial and Technological Complex, to name a very few.

Students could intern and extern, or choose cooperative educational programs to earn as they learn with the richness of opportunity available in the Boston region.

However, this involves breaking the chains of conservatism in education.

Worthwhile experiences of educational merit in a natural environment must be certified as equivalent to the sterile laboratory experiences now accepted in institutions.

Shaw University will credit them.

The problems confronting admissions to the University Without Walls of Roxbury will not be solved by edict.

However, there will be equal opportunity for the poor through lottery and other devices, followed by appropriate placement, so that failure will be a word of the past, buried in history.

In order to accomplish this, a monitoring system for early warning detection of difficulties will be instituted and all participants in the educational community will gradually learn that success is not an accident of birth but a right of every individual.

Equal opportunity plus appropriate monitoring for high success probability is a right, not a privilege.

This means that the financial schemes alluded to previously, must be realized practically.

Alternatives exist:
- Earn as you learn,
- Tuition subsidy,
- Deferred repayment, based upon earning capacity.

Subsidies and grants may be derived from:
- Industry and business,
- Foundations,
- Endowments,
- Public campaigns.

PLANNING COST

The following budget represents the cost for planning only. It is anticipated that this program will be self-sustaining once it is inaugurated. Its low-cost feature appears to insure this proposition.

The total cost of operation can be borne by student tuition and fees.

It should be noted that such costs will not be prohibitive to the student, since he will be gainfully employed during his entire tenure on this program.

Mr. Chairman, I have a list of the task force, the planning and development for the first year, the personnel program development, a proposed budget, and I would like to submit that for the record, rather than reading it.

Mr. **Pucinski**. So received.

(Reports follow:)

UNIVERSITY WITHOUT WALLS OF ROXBURY-BOSTON

Planning and development for first year

Administrative and service personnel:	
Project manager (full time at $20,000 per year)	$5,000
Associate manager (full time at $15,000 per year)	3,750
Administrative assistant (full time at $9,000 per year)	2,250
Stenographer (full time at $6,800 per year)	1,700
2 student administrative assistants (full time at $4,900 per year)	2,450
4 clerk-typists (full time at $4,900 per year)	4,900
Total, administrative and service personnel	20,050
Program development personnel:	
Specialist on materials, resources, and space (full time at $12,500 per year)	3,125
Specialist on cooperative work-study operation (full time at $12,500 per year)	3,125
Specialist on student service and adjustment (full time at $12,500 per year)	3,125
Specialist on curriculum and learning (full time at $12,500 per year)	3,125
Specialist in fiscal affairs (full time at $12,500 per year)	3,125
Specialist in student participation (full time at $12,500 per year)	3,125
Specialist in community relations and administration (full time at $12,500 per year)	3,125
Total, program development personnel	21,875
Total, all wages and salaries	41,925
Fringe benefits at 15 percent	6,289
Total, cost of personnel	48,214

UNIVERSITY WITHOUT WALLS OF ROXBURY-BOSTON—continued

Planning and development for first year—Continued

Consultants:	
For the 7 areas and other special problems (120 man-days at $100 per day)	$12,000
Student consultants (100 man-days at $15 per day)	1,500
Total, consultants	13,500
Services and supplies:	
Telephone	2,200
Postage and shipping	720
Reproduction and printing	7,500
Reports	2,800
Rental or purchase of office equipment (typewriter, etc.)	7,600
Supplies and materials	1,800
Rent of offices (4,050 square feet at $7.50 per square feet	7,594
Purchase of office furniture	4,680
Total, services and supplies	34,894
Other:	
Travel for staff:	
Fares (44 trips at $58 per trip	2,552
Per diem (88 man-days at $20 per day)	1,760
Other (limousine, taxi, etc.)	528
Travel for 7 consultants	
Fares (56 trips at $85 per trip)	4,760
Per diem (168 man-days at $20 per day)	3,360
Other (limousine, taxi, etc.)	672
Travel for student consultants:	
Fares (16 trips at $58 per trip)	928
Per diem (64 man-days at $20 per day)	1,280
Other (limousine, taxi, etc.)	198
Conference on cooperative work-study	8,500
Conference on ghetto black education	8,500
Total, of other	33,038
Total, direct cost of project	129,646
Indirect costs (38 percent of direct costs)	49,265
Grand total	178,911

TASK FORCES

ROXBURY

Rev. Arnold Browne
Rev. William Cody
Rev. William Freeman
Rev. Gerald Howard
Rev. William McClain
Dr. Prentis Moore
Attorney Darrell Outlaw
Dr. Albert Thompson
Mr. Royal Tucker
Rev. Virgil Wood
Mr. Otto Snowden
Mr. Rollins Griffith
Mr. John Young
Dr. King Cheek

SHAW UNIVERSITY

Dr. Archie Hargraves, President
Mr. Charles Austin

Mr. PUCINSKI. Who determines the number of hours a student has to put in to get the credits for his degree?

Dr. MOORE. We have several ways of determining this.

As I said, we try to build the course of study around the student, depending where he is, depending on his needs.

We have a board of directors, and we try as much as possible to see what his goals are, to see what his basic skills are, and then we put him through different courses that he is interested in, as well as those that we feel are necessary in order to update him.

We have this four-pronged attack.

We ask the student, "What do you think you ought to know after you get your degree?"

If he feels he can get ready, and if he can document this information, and if our file that we have on him documents this, and it supports this, then he will be ready for his degree after completion of the courses.

Mr. PUCINSKI. Of course, this whole approach of using home study is a rather old approach.

We have had home study schools in this country for a long time, but it is rather interesting that the formal educational community is now accepting this. This could revolutionize the whole concept of higher education.

Dr. MOORE. I have been going all over the place talking about the University Without Walls, as being the first to revolutionize higher education, and we feel it has tremendous potential; and because we are the first in the Nation, to successfully put this into effect, a great deal of attention is focused on this, and I think we will have a direct impact on the established colleges and universities, which are the main reasons we have been shackled in the past.

Mr. PUCINSKI. Besides putting them out of business, what other effect would you have on them?

Dr. MOORE. I do not think it would put them out of business.

We could show them how to cut costs, and they are all facing financial crises at this time. We use churches, social centers, libraries, museums, open spaces, to conduct our classes. We do not want to purchase any real estate, and this cuts down on costs tremendously for us.

Mr. PUCINSKI. You said this is the first experiment in our country.

Japan, as you undoubtedly know, opted out to go your way, when Japan was faced with the same problem where we were 10 years ago.

It became quite apparent 10 years ago that we had facilities for 2½ million youngsters attending higher education in this country.

We estimated by 1970, 1971, we would have 7 million pounding on our doors, and Japan had a similar problem, perhaps in a different ratio, and now it is rather interesting the Japanese opted it out to go your way.

We opted out to build a lot of big buildings, laboratories, auditoriums, gymnasiums, what not, parking lots, with a huge brick and mortar program, but we never developed the kind of faculty you need to staff those huge buildings, and we have had violence and the turbulence we have seen in the universities.

It has only caused young people to realize very quickly that the faculty in those universities does not measure up to the beauty of the buildings themselves.

The Japanese went the other way. The Japanese developed a strong college-without-walls concept, a strong home-study concept; and as I look at some of their progress and designs in industry, and in the various other fields, I cannot detect any significant difference in the net results, between the two educational systems.

This is why you will find a great deal of excitement on my part in what you are doing.

I think that you are on the right track.

Dr. MOORE. We have worked on this project for the past 3 years, and we have given many of our hours, and we have gone throughout the country trying to find support for the program, but surprisingly, we have not received the financial support that many other programs have.

Mr. PUCINSKI. It is because academia still runs HEW and USOE.

Now, if the day ever comes, you know, when people like you and I get a foot in the door over there, maybe we can change a few things around.

Dr. MOORE. I would hope so.

Mr. PUCINSKI. But right now, you know, you just listened to a very distinguished panel of vocational educators.

You listened to their testimony. It was very impressive testimony, but they are treated as second-class citizens in the academic community, just as people look down upon you, even though almost every major nation in the world is now going your route.

I addressed a meeting here recently in which there were represented some 16 countries, all of whom are looking at your concepts, not only looking at it, but using it, and yet you will find people who look upon you as some sort of academic "weirdo," that does not know quite what he is talking about.

Dr. MOORE. That is right, but we are going to stick with the concept, and we are determined to receive adequate funds for it.

We have been operating on a budget of $500 a week with these 57 students we have. We can continue until the end of this month.

Mr. PUCINSKI. Who is funding you?

Dr. MOORE. Right now, our initial grant came from the Office of Education, but that was $460,000. This has to be divided between 17 colleges and universities.

Mr. PUCINSKI. How much did you get?

Dr. MOORE. $460,000, as an initial grant.

Now, Ford Foundation was supposed to give us some money, but when the money comes in, it is divided up between the institutions that go to make up the union, so if it has to be divided up 17 different ways, we really get the crumbs, and we have not been able to get the separate funding that is necessary to carry out the program the way that we know it can be done.

Mr. PUCINSKI. You do not qualify under the existing aid programs to universities?

Dr. MOORE. We are trying. Not under this program.

Now, our campus in Raleigh is receiving aid, but not for this particular program.

It has been extremely difficult to find the proper authorities to fund this, because it is a new program.

We submitted our original proposal to the Federal Government in November of 1969.

Mr. PUCINSKI. Have you ever talked to Mrs. Green about your program?

Dr. MOORE. No, I have not.

Mr. PUCINSKI. Mrs. Green now has a higher education bill before her committee.

We are now working on it. We are making up a bill. It seems to me, either the next time you are in Washington, you ought to drop in on her, or drop her a note.

I will tell her to be expecting to get a note from you. It seems to me there should be something in the higher education program that would provide, if nothing else, some seed money to give programs like this at least a start.

Dr. MOORE. I would like to see us establish a Federation of Urban Colleges, designed specifically to deal with the urban problems, and to get students that can deal effectively with the problems of urban society.

We can demonstrate here, and then the model can be transferred.

Mr. PUCINSKI. In my statement earlier I said that we are going to change our skills some five to nine times in a working lifetime.

It is true, and I believe it is true, then it seems to me your concept stakes on a whole new dimension of credibility and credence, because obviously a man has to provide for his faculty, and he cannot take time off to restructure his abilities, when he has been eased out of one job due to technology.

It seems to me if there is a program available to all those engineers laid off in the aerospace industry, and if they could have been preparing themselves for a whole field of ecology, and environmental occupations and specialities, they could have moved from one specialty to another, without losing any time, whereas now we just passed a public service job bill, which we hope the President is going to sign, to try to give these fellows something to hang onto, while they are being retrained for another career.

It does seem to me that your whole concept takes on all kinds of validity.

Dr. MOORE. That is right. It has so many possibilities. We can go in so many different directions. We are flexible. We are not chained to one particular system, or one particular program.

Mr. PUCINSKI. Are you in Mrs. Hicks' district?

Dr. MOORE. Yes; we are.

Mrs. HICKS. Yes; so that we could get this testimony on the record.

Dr. MOORE. Could I tell you one thing more that we are trying to do?

We would like to set up a program at Wallpole State Prison for inmates, and we now are working with the Commissioner of Public Corrections, to admit probably a number of inmates, and to take our faculty out there so we will do that, if we can get support that is needed for this program.

Mrs. HICKS. I just followed your recommendation, Mr. Chairman, and advised Dr. Moore to contact Congresswoman Edith Green, because I know she is very interested in programs, such as yours, and possibly they could be incorporated into the bill, something of this type for funding.

Dr. MOORE. I will write her the first thing.

Mr. PUCINSKI. Mrs. Hicks will probably get you an invitation from Mrs. Green for you to come down to Washington, and you can brief her on your program, and then perhaps we can take a look to see if there is any change of getting some amendment through to at least provide some sort of seed money.

I think this is the wave of the future, and we ought to have something in a bill that would at least give people like you a chance to either prove or disprove it, but there is no question in my mind, as you look at the next 10 and 20 years of educational needs, I think you are going to find that just as other countries are looking at this program, and using it, all you have to do is just point to Japan, the enormous success they have had with this program in Japan, and I think this is perhaps one of the greatest endorsements you can get.

Dr. MOORE. May I express my deep gratitude for the invitation and for the opportunity to discuss this program with you.

Mr. PUCINSKI. I am glad you are here.

I am glad to see that Roxbury has such a good program going. You say you have 57 students. I imagine there is a substantially larger potential.

Dr. MOORE. Yes; in fact, we could, without any effort at all, recruit around 500 students that would be willing to go into this program, but we can only take 25 more right now.

We will move slowly, and each year we will probably add a hundred more.

We spend as much time getting to know the students, getting them to feel at home with us.

Mr. PUCINSKI. This budget you have here for the $178,000, what is that for, your existing program, or is this for a program you could handle with 200 students, if you had this kind of money?

Dr. MOORE. That would be for 200 students.

Mr. PUCINSKI. For a year?

Dr. MOORE. Right, but we have so constructed ourselves that we get by with what we have, but we could do much more with the funds.

We did not wait until we got the $179,000. We began before that.

We started with what we had hoping that we could demonstrate to people that this program did work, and then the funds would come forth.

Mr. PUCINSKI. You know, when you consider the results of your getting going, and you consider the cost per student, this is substantially below what we are talking about now in the higher education bill, and the student loan programs, and when you consider the interest on those loans that we have to pay, this is something I think the committee ought to be looking at.

Dr. JACKSON. I might say we have been trying to work ways, to coordinate ways we have been doing in terms of our own higher education program, which is dealing with some of the existing colleges, in terms of the number of people, programs like this.

Mr. PUCINSKI. Then why don't you give him that $179 thousand?

Dr. MOORE. I wish they would.

Dr. JACKSON. We are trying to see if we can join in ways, since we are serving similar populations.

Just in comments of building, I think the partnership school idea is a way to use existing cultural resources in Boston, of which we have many, which has great implications for school buildings, and it seems the idea of the open campus, at the high school level of the Boston schools, we are talking about, our idea for younger children begins to get us out of the building business, or at least the way it has been, and if we can change some of the museums, and places like the Elmer Lewis School of Fine Arts, I think that to not only change education, but it has greater implications for us of existing buildings in different ways that will be profitable for all of us.

Dr. MOORE. I have a church that has 33 classrooms, and I guess about five offices, and this is enough for any university, and there are many other churches around, similarly constructed, and there are other office buildings available, so we can use these.

Mr. PUCINSKI. We have heard two excellent ideas today. We have heard one of the gentlemen talking about leasing school buildings for vocational education.

Now we hear another idea about leasing churches, to run a college without walls, which make equally a lot of sense.

Mrs. Hicks, I want to thank you and your staff and your associates for arranging today's hearings.

I think the hearings have been extremely productive. I think that we have gained a great deal of insight into the problems in our school system here, and I am pleased that we were able to be here.

I want to thank you for this opportunity to invite us here.

Mrs. HICKS. I thank you, Mr. Chairman, for coming with the subcommittee to Boston.

Mr. PUCINSKI. I think we will be able to get together and have a good live discussion on some of the aspects of this bill.

Is there anything else anybody wishes to ask?

We will then stand adjourned subject to recall of the Chair.

(Whereupon, the hearing was recessed at 5:45 o'clock p.m., subject to recall of the chairman.)

○

APPENDIX II

Research and Development

STUDENT CHARACTERISTIC ANALYSIS

Total Enrollment 1972-73

Women	28
Men	32
Total	60

Ethnic Background

	Black	White
Women	27	1
Men	30	2
	57	3

Welfare Recipients

Women	21
Men	5
	26

Students' Previous Educational Experience

	Non-accredited courses	Attended 4 yr. accredited institution	Attended 2 yr. accredited institution
Women	3	7	1
Men	8	10	6
	11	17	7

Total students with prior educational experience 35. 55% of students have had some previous training or higher level of education prior to attending U.W.W.

Educational Goals

	Special Students	Liberal Studies	Business Management & Economics
Women	6	3	0
Men	4	3	13
	10	6	13

	Behavioral Sciences	Urban Politics	GED
Women	18	1	1
Men	6	2	3
	24	3	4

Student Age Range Analysis

	Age Group 18-22	Age Group 23-30	Age Group 31-57
Women:	9	8	11
Men:	13	14	5
Total	22	22	16
Percent of Student Body	36%	36%	28%

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UNIVERSITY WITHOUT WALLS OF BOSTON

A NEW CONCEPT IN HIGHER EDUCATION

An Extension Of:

Shaw University
Raleigh, North Carolina
and
Union For Experimenting Colleges
And Universities/Antioch College
Yellow Springs, Ohio

56 Dale Street, Roxbury, Massachusetts 02119, Telephone: (617) 445-5221

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THE UNIVERSITY WITHOUT WALLS OF BOSTON APPEALS TO THE UNIQUE STUDENT

1. U.W.W. is designed for the mature student, be he 16 or 70, who has educational goals in mind and knows where he desires an education to take him.
2. U.W.W. is designed for the student to learn at home, at work, through an on-the-job training program, independent study, internship, seminars, workshops, life experiences, or in attendance of any other college or university.
3. U.W.W. is designed for both those students who have lived in disadvantaged environments, as well as those who have lived in the more favored environments. We seek to break down the barriers that tend to prevent many students from continuing their education; such as, imprisonment, work in the Peace Corps or Vista, the need to continue employment, physical handicaps, and the restraints of household duties.
4. U.W.W. tailors programs to meet the specific needs of each student admitted. After having been admitted, each student will be assigned a faculty advisor to provide assistance in developing his plan of study.

Do You Qualify?

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ADMISSIONS

Candidates who desire admission to th[illegible]gram must request an application from the Dean of Students, [illegible]rsity Without Walls of Boston, 56 Dale Street, Roxbury, Massachusetts 02119.

After a student has filed a formal application, he must submit a high school transcript and his college transcript, if he is transferring from an institution of higher education; an autobiography, a resume, and two letters of recommendation before his candidacy can be evaluated by the Admissions Committee.

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DEGREE

The University Without Walls offers a fully accredited degree-granting course of study. Each student who has successfully fulfilled the requirements will be awarded the B.A. degree by Shaw University, Raleigh, North Carolina which is accredited by the Southern Association of Colleges and Secondary Schools or by the Union of Experimenting Colleges and Universities in cooperation with Shaw University. However, if the student elects to participate in the program on a non degree basis, he may do so.

As a small college, we must select areas of curricular and co-curricular emphasis and strive for excellence in these areas. This necessitates the omission of some subject areas from our curricular and co-curricular offerings. Although we are not able to offer "all things to all men" in the form of formal curriculum, we do provide the opportunity for structured study, independent study and research, and special courses in the School of Urban Sciences which includes majors in the following areas:

Business Management & Economics
Urban Planning
Public Administration
Urban Politics
Behavioral Sciences
Afro-American Studies
Liberal Arts

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FINANCIAL ASSISTANCE

Each University Without Walls student is eligible for all financial assistance available to any other student enrolled at Shaw University. This includes education benefits, scholarships, cooperative education arrangements, employee benefits, grant-in-aid assistance, and tuition waivers. Applications for such assistance must be processed in accordance with the policies of the University Without Walls of Boston, 56 Dale Street, Roxbury, Massachusetts 02119, Telephone: (617) 445-5221.

Costs:

1. Tuition is $1,200 per year or $400 per tri-semester.
2. (Part-time student) Tuition is $50 per unit which means if a student takes a 3 hour credit course, the fee is $150 per course; or $200 for a 4 hour credit course.

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FACULTY AND STAFF

ADMINISTRATIVE STAFF

Dr. Prentis M. Moore	President
Ms. Ann Williams	Dean of Students
Ms. Heidi Little	Executive Secretary
Ms. Dianne Kitchen	Executive Secretary
Mrs. Takako Salvi	Director of Counselling
Mr. William McKissick, Jr.	Financial Aid Director
Mr. Michael Claytor	Prison Co-ordinator

ADJUNCT FACULTY

Ms. Margaret-Carmen Ashhurst
Mr. Harold Bailey
Ms. Queen Brown
Mrs. Patricia Bryant
Mr. Oliver Byrd
Mr. Donald Chaffee
Ms. Paulette Coleman
Mr. Richard Cooper
Ms. Helen Daley
Mrs. Antoinette Fortes
Dr. Edwin H. Hines
Mrs. Franziska P. Hosken
Mr. Naimchand Jain
Mr. Henry Johnson
Mr. Anderson Jones
Mr. Anderson J. Lonian
Mrs. Delores Love
Mr. Alton Maddox
Dr. William McLaurin
Mrs. Mary J. Moore
Dr. Prentis M. Moore
Dr. Chester M. Pierce
Mrs. Takako Salvi
Mrs. Joyce Scott
Mr. Rick Sprague
Dr. Albert Thompson
Mr. Hugh Wesley
Mr. Marvis Williamson
Mr. Sylvester Wright

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THE UNIVERSITY WITHOUT WALLS OF BOSTON: ITS UNIQUENESS

The University Without Walls of Boston, as an institution of higher education, is one of the 30 universities throughout the United States that has committed itself to the development of educational programs through innovations in curriculum organizations, teaching methods and major programs. We believe that the traditional, inflexible curriculum which is usually characterized by the classroom and the lecturer is just one of the learning experiences. Too frequently, a student finds that the knowledge he has acquired from working experiences, on-the-job training programs, workshops and even traveling is of little significance — or in most cases completely ignored — when he turns his attention toward fulfilling the requirements for a college degree. We strongly believe that these experiences are very important and should not be ignored; and as a result, we have designed a flexible curriculum which allows the student to work, to study in the classroom, to study independently, to do research, to interact with members of cooperating institutions, and most important, to become exposed to innovative advances in education.

Another factor that makes the University Without Walls of Boston unique is its faculty. Our students have the opportunity to interact with not only adjunct faculty who teach at many of the other institutions in the Boston area, but also educators, business executives, scientists, writers, public officials, etc. Indeed, this broad spectrum of exposure provides the students with the theoretical, as well as the practical points of view.

Hence, because of our uniqueness in abandoning the sharply circumscribed campus and curriculum, and because we provide educational opportunities throughout the community, we have acquired our name, The University Without Walls of Boston.

UNIVERSITY WITHOUT WALLS

SHAW UNIVERSITY

APPLICATION FOR ADMISSION

(A $25.00 fee must accompany this form)
Fee creditable toward tuition

Office Use

Date ____________
Admitted ____________
Rejected ____________
Student No. ____________

____
Date

1. Full Name: ____________ (Last Name) (Full First Name) (Full Middle Name) Sex ____________
2. Permanent Home Address: ____________ (Street & No.) (City) (County) (State) (Zip Code)
3. Home Telephone No. ____________ Age ______ Date & Place of Birth ____________
____________ Married ( ) Single ( ) Divorced ( )
4. Height ____________ Weight ____________
5. Do you wish to live on campus? ( ) Yes ( ) No
6. Parent(s) Name and Complete Address: ____________
____
7. Are you a veteran? ( ) Yes ( ) No Your claim number ____________
8. Month and year you plan to enter Shaw ____________
9. Present Occupation ____________
10. Planned area of study ____________
11. Will you need financial assistance? ____________
12. What other colleges have you attended since leaving high school?

____
* (Name of College) (Address of College) (Dates of Attendance)

____
* (Name of College) (Address of College) (Dates of Attendance)

13. IF YOU HAVE TAKEN ANY NON-CREDIT OR CONTINUING EDUCATION COURSES, PLEASE NOTE WHERE AND DESCRIBE THESE BRIEFLY: ____________
____
____
____
____

***NOTE: Ask the school to send us an up-to-date copy of your academic record immediately.**

(U W W - 2)

14. Please give a brief resume of your use of time since graduating from high school. If employed, give names of employers, kind of work, length of employment, etc.

15. What are your objectives in continuing your education?

16. Why have you not chosen to continue in a conventional college program?

17. What evidence can you offer of your readiness to do independent study?

PLEDGE: If admitted to the University, I promise to abide by its rules and regulations, to make the proper use of the educational advantages offered, and to see that financial obligations are promptly satisfied.

Signed: ______________________________

SHAW UNIVERSITY
THE UNIVERSITY WITHOUT WALLS
STUDENT REGISTRATION FORM

Name ______________________

Address ______________________

Major Area ______________________

Date of Registration ______________________

Advisor ______________________

COURSE TITLE	NO.	INSTRUCTOR	GRADE	REMARKS

This is to certify that I ____________________ am fully aware of my financial obligation toward Shaw's University Without Walls according to the plan of payment that I have chosen. I am also aware that no grades or credits will be awarded to me before I fully pay my tuition as stipulated.

MEMORANDUM

TO:

FROM: University Without Walls

RE: Additional Information Needed

Please arrange for the following additional information to be sent to this office within sixty (60) days of the date shown hereunder. Upon receipt of the needed documents you will then be authorized to enroll in your program of study.

Official Transcript ☐

Documents for Life Experience ☐

Resume ☐

Letters of Recommendation ☐

Plan of Tuition Payment ☐

Signed ______________________________

Date ______________________________

(Supp. UWW-4)

THE UNIVERSITY WITHOUT WALLS

56 Dale Street
Roxbury, Mass. 02119

For Further Information contact:
Director of Admissions
University Without Walls
56 Dale Street
Roxbury, Mass. 02119

GENERAL INFORMATION

THE CONCEPT

The mission of Univeristy Without Walls of providing more relevant educational opportunities has developed out of a conviction that the urban university must become an instrument of constructive social, economic, and political changes as well as a repository of knowledge. It must move education beyond mere superficial and theoretical approaches and pursue more daring analysis and application of knowledge to solution.

To effectively carry out this Human Mission in the world of education, University Without Walls was developed as a New Approach to Higher Learning. It was developed in response to the fact that for many competent students existing undergraduate programs are too limited, too prescribed and too inflexible, and are not responsively adapted to the urgent needs of contemporary society. As such, the UWW focuses on: (1) flexible scheduling which permits the student to spend as much time as he needs or wants on any phase of his studies; (2) the benefit of resident instructions and the opportunity to learn from "adjunct" faculty composed of persons actively employed as business executives, scientists, educators, artists, writers, public officials, etc., with strong emphasis on the student setting his own pace.

BASIC COMPONENTS

A. Transfer of Academic Credits

Credits successfully earned from accredited institutions of higher learning will be transferred to the UWW. This may include correspondence and extension courses, credits received from United States Armed Forces Institute, credits received from Junior and Community Colleges and Technical Institutes, special seminars, workshops, and service schools.

B. Academic Recognition for Life Experiences

All relevant civilian and military functional experiences gained beyond the boundaries of the classroom may be granted academic recognition and used toward the completion of the Bachelor's Degree requirements. By legitimizing achievements and translating them as credits toward a University degree, the UWW not only offers a new approach to quality education, but it also reduces the time and cost required for earning a bachelor's degree.

C. Academic Recognition for On-The-Job Training

A student may also receive academic credits for relevant working experiences in which he is engaged while enrolled in a program of study.

D. Program of Study

(1) Upon evaluation of the student's records (transcript, life experiences etc.) a program of study will be developed outlining all remaining requirements for the completion of the desired bachelor's degree. (2) An Adjunct Professor will be appointed to work with the student toward the earning of his degree.

HOW THE UWW WORKS

(1) Submit the following:

a. Application form and $25.00 Application Fee

b. Life Experience Forms (if any)

c. Transcript(s) of Academic Work

d. Letter of Recommendation

e. A Resume

f. A report of self-evaluation relative to one's experience, desired bachelor's degree and future plans. Experiences for which academic recognition is requested must be verified by certificates, diplomas, letters, etc.

g. A plan of payment of tuition

Tuition (12 months)-----------------------------------$ 1,200

Tuition may be paid according to any of the following plans:

Plan A - The full cost of tuition, $1,200, is paid upon enrollment in a program of study.

Plan B - $ 600 is paid upon enrollment in a program of study and the remaining $600 is due six months thereafter.

Plan C - $400 each Trimester.

A handling cost of $10.00 is assessed when Plan "B" or "C" is selected. This fee must be paid with the first installment. Fees for equivalency credits for developmental experience are assessed as follows:

(1) 1 - 15 Trimester Units Equivalency---------------------$100.00

(2) Over 15 Trimester Units Equivalency--------------------$200.00

This fee must be paid with the first installment.

h. If applying directly from a High School send a copy of the Hish School transcript.

(2) Admission

a. Upon receipt of the student's complete file of credentials, consideration for admission will be given based on the perceived student's ability to engage in a self-directed study.

b. Records will be assessed for credits transferring and/or awarding.

c. An Adjunct Professor will be appointed.

d. A program of study will be developed.

(3) Enrollment

a. Upon approval of his program of study, the student must pay the tuition and fees required under the particular plan of payment.

b. The student will be authorized to begin his study under the guidance from an Adjunct Professor.

ACCREDITED BY:

Southern Association of Colleges and Schools

Approved by the Veterans Administration

POLICIES AND PROCEDURES

I. Inquires: Information Dissemination

(a) Definition - An inquiry is a request for information and/or admission into the UWW.

(b) All inquiries received by mail shall be posted with the date received. A reply to the inquirer must be made within 24 hours of receipt.

(c) Prepacked data shall be assembled and stored to facilitate the reply.

(d) Upon receipt of the inquiry, the receiver shall record the name, address, telephone number and date received on a 3 x 5 card and place it in sequence in a suspense file according to the month received. Other files may be set up as necessary.

(e) The pre-assembled package shall be mailed to the inquirer (first class mail) and the date mailed recorded on the 3 x 5 card.

(f) The suspense file shall be checked on Monday of each week. In the event that a reply has not been received from the inquirer within a 30 day period a follow-up letter, with a second application, shall be sent.

(g) This process shall be repeated every 30 days until three contacts have been made. Thirty (30) days after the third contact, if a response from the inquirer has not been received, the 3 x 5 card shall be placed in the "Dead Files".

II. Inactive Students

(a) Definition - An inactive student is one who has not completed all requirements for admission to the UWW or who has been admitted and/or has begun a program of study but failed to keep his account current or did not perform satisfactorily. The records of students in this category will be placed in an inactive file.

(b) A student identified in "a" above will immediately be sent a form letter indicating his current status, the reasons why he is carried as an inactive student, and the specific requirements that he must meet to reactivate his status. This process shall be repeated every 30 days until three contacts have been made. Thirty (30) days after the third contact, if the student is not reactivated, his entire folder will be placed in the category of "History Files". A notification of the action will be sent to the student and the Adjunct Professor. The necessary records will be transferred to the Office of Student Records.

III. Admission

Upon receipt of all credentials required for admission to the UWW (See UWW-1), the following procedural steps must be taken within a maximum period of Two Weeks:

(a) Secure a student account number from the Business Office.

(b) Issue a letter of admission to the UWW. This letter (UWW-4) must include the student account number, the major area of study, and the name of student advisor. In addition to keeping one copy in the student's folder, copies of this letter must be sent to:

1. The Office of Admission
2. The Student's Adjunct Professor

(c) A student transcript must be set up in duplicate. This transcript must include:

1. Student's name, address, advisor, date of admission, and the major area of study.
2. Courses and credits transferred from other accredited institutions

of higher learning in which the student has secured at least the lowest passing grade in the particular institution. These courses will be listed under "Credits Accepted From........" Credits accumulated under a quarter system will be accepted as two-thirds of trimester credits equivalency (e.g. 9 quarter credits will be transferred as 6 trimester credits).

3. Courses and credits awarded for "developmental experience". These courses and credits will be listed under "Credits by Examination". A maximum of sixty (60) credits may be accepted for relevant developmental experiences toward the degree requirements.

IV. Enrollment

(a) Upon setting up the student transcript that reflects his educational status, a program of study must be developed toward the completion of the degree requirements. The approved program will be sent to:

1. The Student
2. The Adjunct Professor

(b) Upon payment of tuition according to the already chosen plan of payment (UWW-1A) the student can begin his program of study under the guidance from an Adjunct Professor. (See on-going academic and financial regulations).

(c) Upon enrollment in the UWW, a copy of the student's transcript will be sent to the Office of Student Records. The OSR will then set up the student's Premanent and Officail Record. In case of a student who previously attended other Colleges and Universities, the UWW Office of Admissions and Records will accept courses and credits transferred and/or credits awarded for approved life experiences.

(d) Any student who wishes to transfer from the UWW Program to Shaw University's traditional program may do so without penalty; however,. he will be subjected to Shaw University's tuition cost.

V. On-Going Academic Regulations

(a) In consultation with his/her academic advisor, the student must fill out a course card for each course taken in a particular trimester listing the name, address, major area, course title, and course number. One copy (the yellow copy) must be sent immediately to the UWW office of Admissions and Records which will then post the registered courses on the student's transcript. All other copies (three copies) will be kept with the academic advisor until the reporting period (December 15 for the first Trimester; April 15 for the second trimester; and August 15 for the thrid trimester) at which time he/she will evaluate the student's performance, post the appropriate grade on the course card ("P" for Pass, "I" for Incomplete, and "F" for Fail) and send all copies to the UWW Office of Admissions and Records. All incomplete courses will be carried (without any new registration for them) through the following trimester and will be included in its report.

(b) Upon receipt of the graded and signed course card, the UWW Office of Admissions and Records will post the student evaluation (course grade and credits) on the transcript within 24 hours of the date of receipt; transmit a copy of this card to the University's Office of Student Records for evaluation-posting on the Permanent Record therein; and then send one copy to the student.

VI. On-Going Financial Regulations

(a) Each UWW student must choose a plan of payment for tuition and fees (UWW-1A). The student will be billed according to this plan. In the event that no particular payment plan has been selected, the student will be billed according to plan "A".

(b) The UWW Office of Admissions and Records must set up a "Student Financial Record" immediately following his admission to the UWW. This record (UWW-10) must include a student account number.

(c) Fees for developmental experience trimester credits equivalency (if applicable) must be included with the first tuition payment.

(d) Application fee is creditable toward the last tuition payment of the first year.

(e) Full-time employees of UWW are permitted to enter the UWW with a waiver of tuition and upon payment of $25.00 each trimester or $75.00 per year.

(f) Upon a recommendation from the academic advisor, a tuition waiver at the rate of $33.00 per semester or trimester credit may be granted for a student who needs to take courses in other accredited institutions of higher learning. However, the total tuition waiver may not exceed $200.00 per year.

(g) The student must pay his tuition and fees according to the already selected plan of payment (See "a" above) within fifteen (15) days after the approval of his plan of study. The student who does not pay after this period will be billed (UWW-12) for fifteen (15) more days to pay. Failure to keep his account current, the student will be considered inactive (See "II - a" above).

(h) Upon receipt of tuition and/or fees, the UWW Office of Admissions and Records must register the amount received on both the Student Financial Record (UWW-10) and the UWW "Record of Tuition and Fees" (UWW-11). The OAR must immediately transfer the monies received to the University's Business Office.

(i) In collaboration with the University's Business Office, the UWW Office of Admissions and Records must prepare a monthly financial report on the UWW financial flow.

Financial Aid

Any student admitted to the UWW who has indicated a need for financial assistance will be processed in the same manner as the regular UWW student with the following exceptions:

1. After the student has been admitted he will be sent a financial aid package by the UWW staff. Financial aid packages will be obtained from the Financial Aid Office and sent to the student along with his letter of admission.
2. The completed application for financial aid must be returned to the UWW Office.
3. Upon receipt of the aid application the UWW will note the maximum aid that the student is authorized based on the formula that has been predetermined with the Financial Aid Office.
4. The application will then be forwarded to the Financial Aid Office for further processing.

Veterans Application for Educational Benefits

1. Upon receipt of the Certificate of Eligibility from a Veteran, the enrollment certificate will be completed in accordance with the VA instruction sheet (VA Form 21E-1993d).

The form will be hand carried to the Office of Student Records for authorization and forwarding to the appropriate VA Regional office. Under no condition shall the Certificate of Eligibility remain in the Office more than 24 hours after the receipt and/or the date in which the Veteran begins his program of study. One copy will be maintained in the Veteran's file at the UWW office.

3. Immediately after completion of the Certificate of Eligibility a 3 x 5 card will be made on the Veteran showing:
    a. Name
    b. Mailing address
    c. Telephone number
    d. Date of Admission
    e. VA claim number
    f. Date certificate completed
    g. Date certificate expires
4. The 3 x 5 card will then be placed in a suspense file under the month in which the Veteran's program began.
5. The suspense file (arranged by the month) will be reviewed one month prior to the expiration date for appropriate action to insure that the veteran receives continuous educational assistance as long as he remains enrolled in the UWW.

VII. Graduation Requirements

(a) Successful enrollment for at least Two Trimesters in the UWW in which the student must earn a minimum of 24 trimester units;

(b) Successful completion of all academic and functional requirements for the particular degree at UWW;

(c) Payment of the required tuition for at least one calendar year ($1,200.00);

(d) Successful submission and acceptance of a "UWW Thesis" of a major contribution; and

(e) Approval of candidacy by the Adjunct Professor and the UWW Student Evaluation Committee.

SHAW UNIVERSITY
THE UNIVERSITY WITHOUT WALLS
REQUIREMENTS FOR A BACHELOR OF ARTS DEGREE IN PUBLIC ADMINISTRATION

Name ______________________________

Address ______________________________

Degree ______________________________

Year of Admission ______________________________

Advisor ______________________________

Degree Requirements (127 Units)	Theoretical Achievements Credits Transferred	Functional Achievements Credits by examination
Communication 151 (3 un.)		
Communication 152 (3 un.)		
English 151 (3 un.)		
English 152 (3 un.)		
English 153 (3 un.)		
Math 151 (3 un.)		
Math 152 (3 un.)		
Humanities (3 un.)		
Humanities (3 un.)		
Urban Sciences (3 un.)		
Urban Sciences (3 un.)		
Natural Sciences (3 un.)		
Natural Sciences (3 un.)		
B.S. 201 Dynamics of Behavior (3 un.)		
B.S. 211 Man in the Soc. Order (3 un.)		
Urban Pol. 211 Grass Roots Pol. (3 un.)		
Bus. & Eco. 211 Principles of Eco. (3 un.)		
PA 200 Intro. to Admin. Analysis (3 un.)		
PA 201 Public Admin. Analysis (3 un.)		
BE 261 Statistics (3 un.)		
PA 226 Pub. Finance & Budgeting (3 un.)		
PA 231 Public Personnel (3 un.)		
PA 310 The Minority as a Pub. Admin. (3 un.)		
PA 320 Pub. Admin. Theory (3 un.)		
Electives (27 Units) ______		
______		
______		
______		
______		
______		
______		
______		
______		
Coop. Ed. (27 Units)		
101 (9 un.)		
202 (9 un.)		
303 (9 un.)		

(UWW-5)

SHAW UNIVERSITY
THE UNIVERSITY WITHOUT WALLS
REQUIREMENTS FOR A BACHELOR OF ARTS DEGREE IN BEHAVIORAL SCIENCE

Name ______________________

Address ______________________

Behavioral Science Degree ______________________

Year of Admission ______________________

Advisor ______________________

Degree Requirements (127 Units)	Theoretical Achievements Credits Transferred	Functional Achievements Credits by Examination
Communication 151 (3 un.)		
Communication 152 (3 un.)		
English 151 (3 un.)		
English 152 (3 un.)		
English 153 (3 un.)		
Math 151 (3 un.)		
Math 152 (3 un.)		
Humanities (3 un.)		
Humanities (3 un.)		
Urban Sciences (3 un.)		
Urban Sciences (3 un.)		
Natural Sciences (3 un.)		
Natural Sciences (3 un.)		
B.S. 201 Dynamics of Behavior (3 un.)		
B.S. 211 Man in the Soc. Order (3 un.)		
U.Pol. 211 Grass Roots Pol. (3 un.)		
Bus. & Eco. 211 Principles of Eco. (3 un.)		
B.S. 215 Urban Family in Crisis (3 un.)		
B.S. 301 Human Relations (3 un.)		
B.S. 314 The Contemporary Community (3 un.)		
B.S. 315 Ethnic Group Relations (3 un.)		
B.S. 321 Research Methodology (3 un.)		
B. S. 341 Social Psychology (3 un.)		
B.S. 491 or 492 Senior Seminar (3 un.)		
Bus. & Eco. 261 Elem. Stat. Methods (3 un.)		
(Sel. 15 Units) B.S. 203 Deviant Behavior (3 un.)		
B.S. 241 The Helping Professions (3 un.)		
B.S. 304 Behavior Disorders (3 un.)		
B.S. 312 Social Stratification (3 un.)		
B.S. [illegible]gy (3 un.)		
B.S. 412 Contemp. Soc. Movements (3 un.)		
U.Pol. 331 Legal Process (3 un.)		
U. Plan. 211 Principles & Prac. of Planning (3 un)		
Electives (10 units) ______		
______		
______		
______		
Coop. Ed. (27 Units)		
(101 (9 un.)		
202 (9 un.)		
303 (9 un.)		

SHAW UNIVERSITY
THE UNIVERSITY WITHOUT WALLS
REQUIREMENTS FOR A BACHELOR OF ARTS DEGREE IN BUSINESS MANAGEMENT AND ECONOMICS

Name

Address

Business Management and Economics
Degree

Year of Admission

Advisor

	Degree Requirements (127 Units)	Theoretical Achievements Credits Transferred	Functional Achievements Credits by Examination
	Communication 151 (3 un.)		
	Communication 152 (3 un.)		
	English 151 (3 un.)		
	English 152 (3 Un.)		
	English 153 (3 un.)		
	Math 151 (3 un.)		
	Math 152 (3 un.)		
	Humanities (3 un.)		
	Humanities (3 un.)		
	Urban Sciences (3 un.)		
	Urban Sciences (3 un.)		
	Natural Sciences (3 un.)		
	Natural Sciences (3 un.)		
	B.S. 201 Dynamics of Behavior (3 un.)		
	B.S. 211 Man in the Soc. Order (3 un.)		
	U.Pol. 211 Grass Roots Pol. (3 un.)		
	Bus. & Eco. 211 Principles of Eco. (3 un.)		
	Bus. & Eco. 213 Bus. Math (3 un.)		
	Bus. & Eco. 311 Val. & Dist. (3 un.)		
	Bus. & Eco. 341 Acct. I (3 un.)		
	Bus. & Eco. 361 Fund. of Mgt. (3 un.)		
	Bus. & Eco. 411 Marketing Mgt. (3 un.)		
	Bus. & Eco. 412 Business Law (3 un.)		
Cognates	Bus. & Eco. 222 Labor Problems (3 un.)		
	Bus. & Eco. 261 Elem. Stat. Methods (3 un.)		
	Bus. & Eco. 312 Income and Employ. (3 un.)		
	Bus. & Eco. 413 Business Finance (3 un.)		
	Bus. & Eco. 491 or 492 Senior Seminar (3 un.)		
	Electives (10 Units)		
	Coop. Ed. (27 units)		
	101 (9 un.)		
	202 (9 un.)		
	303 (9 un.)		

THE UNIVERSITY WITHOUT WALLS
REQUIREMENTS FOR A BACHELOR OF ARTS DEGREE IN
ELEMENTARY TEACHER EDUCATION PROGRAM (CERTIFICATION) K-3

Name

Address

Degree

Year of Admission

Advisor

Degree Requirements (127 Units)	Theoretical Achievements Credits Transferred	Functional Achievements Credits by Exam.
Communication 151 (3 un.)		
Communication 152 (3 un.)		
English 151 (3 un.)		
English 152 (3 un.)		
English 153 (3 un.)		
Math 151 (3 un.)		
Math 152 (3 un.)		
Humanities (Eng. 212, 213, 220 or 221)(3 un.)		
Humanities (Music 225 or Art 101) (3 un.)		
History 341 (3 un.)		
History 342 (3 un.)		
Life Science 161 (3 un.)		
Physical Science 171 (3 un.)		
Geography 211 or 313 (3 un.)		
Art 312 (3 un.)		
Art 413 (3 un.)		
Music 471 (3 un.)		
Urban Politics 223 or 371 (3 un.)		
Child Psychology 312 (3 un.)		
Early Child Curriculum 313 (3 un.)		
Child Psychology 313 (3 un.)		
Children's Literature 331 (3 un.)		
Field Laboratory Experience & Meth. 316 (1 un.)		
Soc. Found. of Early Child. Ed.305 (3 un.)		
Innovations & Research in Ear. Child. Ed. 315 (3 un.)		
Field Lab. Experience and Methods 317 (1 un.)		
"Professional Semester"		
Teaching in the Elementary School		
Mathematics 411 (2 un.)		
Science 412 (2 un.)		
Language Arts 413 (2 un.)		
Social Studies (2 un.)		
Techniques and Strat. in Reading 415 (3 un.)		
Field Laboartory Experience & Methods (1 un.)		
Education 490 SCT (A) - STUDENT TEACHING K-3 (9 weeks) and Seminar (12 un.)		
Coop Ed. (22 un.) 101 (9 un.)		
202 (9 un.)		

SHAW UNIVERSITY
THE UNIVERSITY WITHOUT WALLS
REQUIREMENTS FOR A BACHELOR OF ARTS DEGREE IN
RADIO-T.V.-FILM

Name

Address

Radio-T.V.-Film

Degree

Year of Admission

Advisor

Degree Requirements (127 Units)	Theoretical Achievements Credits Transferred	Functional Achievements Credits by Exam.
Communication 151 (3 un.)		
Communication 152 (3 un.)		
English 151 (3 un.)		
English 152 (3 un.)		
English 153 (3 un.)		
Math 151 (3 un.)		
Math 152 (3 un.)		
Humanities (3 un.)		
Humanities (3 un.)		
Urban Sciences (3 un.)		
Urban Sciences (3 un.)		
Natural Sciences (3 un.)		
Natural Sciences (3 un.)		
Comm. 153 Rhertoric of Change (3 un.)		
Comm. 155 Broadcast Comm. Fund. (3 un.)		
Comm. 156 Radio & TV Performance (3 un.)		
Comm. 161 Voice & Diction (3 un.)		
Comm. 277 Mass Media & Society (3 un.) or 311		
Comm. 321 News and Public Affairs in Broad. (3 un.)		
Comm. 325 Regula. & Freedom in Broad. Comm. (3 un.)		
Comm. 328 Radio TV Writers (3 un.)		
Comm. 271 Basic News Writ. & Copywriting (3 un.)		
Comm. 274 Photo Journalism (3 un.)		
Comm. 275 Develop. of Journalism in the U.S. (3 un.)		
Comm. 277 Mass Media in Modern Society (3 un.)		
Comm. 303 Func. of Comm. in Decision Making (3 un.)		
Comm. 323 T.V. Production and Direction (3 un.)		
Comm. 327 Educational & Pub. Broad. (3 un.)		
Comm. 377 Public Relations (3 un.)		
Comm. 412 Research Meth. in Comm. (3 un.)		
Comm. 423 Adv. T.V. Prod. and Direc. (3 un.)		
Comm. 485 Internship in Comm. (3 un.)		
Comm. 491 Indep. Study, Research Prac. (3 un.)		
Comm. 435 Broadcast Management (3 un.)		
Electives: 4 courses (12 un.)		
Coop. Ed. (27 un.)		
101 (9 un.)		
202 (9 un.)		
303 (9 un.)		

THE UNIVERSITY WITHOUT WALLS
REQUIREMENTS FOR A BACHELOR OF ARTS DEGREE IN URBAN POLITICS

Name ____________________

Address ____________________

Urban Politics

Degree ____________________

Year of Admission ____________________

Advisor ____________________

	Degree Requirements (127 Units)	Theoretical Achievements Credits Transferred	Functional Achievements Credits by Examina.
	Communication 151 (3 un.)		
	Communication 152 (3 un.)		
	English 151 (3 un.)		
	English 152 (3 un.)		
	English 153 (3 un.)		
	Math 151 (3 un.)		
	Math 152 (3 un.)		
	Humanities (3 un.)		
	Humanities (3 un.)		
	Urban Sciences (3 un.)		
	Urban Sciences (3 un.)		
	Natural Sciences (3 un.)		
	Natural Science (3 un.)		
	B.S. 201 Dynamics of Behavior (3 un.)		
	B.S. 211 Man in the Soc. Order (3 un.)		
	U.Pol. 211 Grass Roots Pol. (3 un.)		
	Bus. & Eco. 211 Principles of Eco. (3 un.)		
	U.Pol. 223 American Governmental System (3 un.)		
	U.Pol. 331 Legal Process (3 un.)		
	U.Pol. 334 U.S. Constitution (3 un.)		
	U.Pol. 342 International Politics (3 un.)		
	U.Pol. 345 Comparative Political Systems (3 un.)		
	U.Pol. 371 Political Thought (3 un.)		
	U.Pol. 411 African Politics (3 un.)		
	U.Pol. 491 or 492 Senior Seminar (3 un.)		
Cognates (Sel. 15 Units)	U.Pol. 311 Poverty and Politics (3 un.)		
	U.Pol. 313 Public Administration (3 un.)		
	AFS. 161 The Impact of Western Civilization on the African-American (3 un.)		
	AFS. 322 Afro-American History (3 un.)		
	U.Plan. 211 Principles & Practices of Planning (3 un.)		
	U.Plan. 353 Social Policy Planning (3 un.)		
	Bus. & Eco. 261 Elem. Statis. Methods (3 un.)		
	B.S. 321 Research Methodology (3 un.)		
Electives (10 Units)	____________________		
	____________________		
	____________________		
Coop Ed. (27 Units)			
	101 (9 un.)		
	202 (9 un.)		
	303 (9 un.)		

SHAW UNIVERSITY
THE UNIVERSITY WITHOUT WALLS
REQUIREMENTS FOR A BACHELOR OF ARTS DEGREE IN
ELEMENTARY TEACHER EDUCATION PROGRAM (CERTIFICATION) 4-9

Name ______________________________

Address ______________________________

Degree ______________________________

Year of Admission ______________________________

Advisor ______________________________

Degree Requirements (127 Units)	Theoretical Achievements Credits Transferred	Functional Achievements Credits by Exam.
Communication 151 (3 un.)		
Communication 152 (3 un.)		
English 151 (3 un.)		
English 152 (3 un.)		
English 153 (3 un.)		
Math 151 (3 un.)		
Math 152 (3 un.)		
Humanities (English 212, 213, 220 or 221) (3 un.)		
Humanities (Music 225 or Art 191) (3 un.)		
History 341 (3 un.)		
History 342 (3 un.)		
Life Science 161 (3 un.)		
Physical Science 171 (3 un.)		
Geography 211 or 313 (3 un.)		
Art 312 (3 un.)		
The American School System 211 (3 un.)		
Educational Psychology 212 (3 un.)		
Music 471 (3 un.)		
Urban Politics 223 or 371 (3 un.)		
Physical Education 211 (3 un.)		
Adolescent Psychology 322 (3 un.)		
The Role of the Teacher 323 (3 un.)		
Children's Literature 331 (3 un.)		
Field Lab. Experience and Methods 316 (1 un.)		
Academic Concentration (3 un.)		
Academic Concentration (3 un.)		
Academic Concentration (3 un.)		
Field Lab. Experience and Methods 317 (1 un.)		
"Professional Semester"		
Teaching in the Elementary School		
Mathematics 411 (2 un.)		
Science 412 (2 un.)		
Language Arts 413 (2 un.)		
Social Studies 414 (2 un.)		
Tech. and Strategies in Reading 415 (3 un.)		
Field Lab. Experience and Methods 416 (1 un.)		
Education 480 EST (B) - STUDENT TEACHING 4-9 (9 weeks) and Seminar (12 un.)		
Coop. Ed.		
(19 Un.) 101 (9 Un.)		
202 (9 Un.)		

- FACULTY RESOURCES -

Ashhurst, Margaret-Carmen (Miss)

A.B. Political Science & Education
MacMurray College Jacksonville, Illinois
M.S. Broadcast Journalism
Boston University Boston, Massachusetts

Associate Producer "THIRD WORLD" WCVB-TV
Channel 5 Needham, Mass.

Bailey, Harold

A.B. Philosophy
Brown University Providence, Rhode Island
B.S. Applied Mathematics
Brown University Providence, Rhode Island

Marketing Representative I.B.M. Corp. - Waltham, Mass.

Brown, Queen E. (Miss)

B.S. Mathematics
Livingston College Salisbury, North Carolina
M.S. Education - Mathematics
North Carolina A & T State University
Greensboro, North Carolina

Programmer Honeywell Inc. - Computer Control Division

Bryant, Patricia (Mrs.)

B.S. Health & Physical Education
Florida A & M University
Tallahassee, Florida

M.S. Health & Physical Education
Florida A & M University
Tallahassee, Florida

Chaffee, Donald
A.B. Philosophy
Tufts University Medford, Massachusetts

Summer Courses
Harvard Graduate School of Education
Harvard University Cambridge, Massachusetts

M.A.T. Education
University of Massachusetts
Amhurst, Massachusetts

Coleman, Leaunyette Paulette (Miss)

A.B. Political Science
Bensalem Experimental College
Fordham University Bronx, New York

Graduate School of International Studies
Center for International Race Relations
University of Denver
Denver, Colorado

Ph.D. Candidate -
Urban Studies & Planning
Massachusetts Institute of Technology
Cambridge, Massachusetts

Graduate Study - Summer
Institute of International Education
University of Manchester
Manchester, England

Presidential Scholar - Fordham University
Woodrow Wilson Fellow

NDEA Fellowship

NDEA Fellowship - Massachusetts Institute of Technology

Cooper, Richard

A.B. Social Anthropology
Harvard College
Cambridge, Massachusetts

Developer & Coordinator of Independent Education Assistance
- Tutoring - Counselor
Charles Drew Family Life Center Dorchester, Massachusetts

Daley, Vyroda Helen (Miss)

A.B. French - Spanish
University of the West Indies
Diploma D'Etudes Francais (French Studies)
University of Bordeaux France
Masters Candidate
Boston University Boston, Massachusetts

Fortes, Antoinette (Mrs.)

Enrollment Secretary I.B.M. Corp. - Education Center
Boston, Massachusetts

(Faculty Resources - Page 3)

Hosken, Franziska (Mrs.)

A.B.	Smith College	Amherst, Massachusetts
A.B.	Architecture Harvard Graduate School of Desogn Harvard University	Cambridge, Massachusetts
	Special Student Graduate Department of City Planning Massachusetts Institute of Technology Cambridge, Massachusetts	

Author - Private Firm

Jain, Naimchand

A.B.	Delhi University	New Delhi, India
M.E.E.	Electrical Engineering Stevens Institute	Hobken, New Jersey

Programer Honeywell Inc. - Computer Control Division

Johnson, Henry

A.B.	Government Harvard College	Cambridge, Massachusetts
	Roxbury Photographers Training Program Roxbury, Massachusetts 1968-1971	

Cinematographer-Editor "SAY BROTHER" WGBH-TV
Channel 2 Allston, Mass.

Jones, Anderson

B.S.	Mathematics Hampton Institute	Hampton, Virginia
M.B.A.	Northeastern University Boston, Massachusetts	

Systems Engineer I.B.M. Corp. Cambridge, Massachusetts

Lonian, Anderson J.

A.B.	Mathematics Dartmouth College	Hanover, New Hampshire

Marketing Representative I.B.M. Corp.
Waltham, Mass.

Love, Delores (Mrs.)

A.B. Psychology
Ohio Dominican College Columbus, Ohio
M.A. Candidate - Counselling
Northeastern University

Assistant to the Dean Radcliffe College
Cambridge, Mass.

Maddox, Alton

A.B. Howard University Washington, D.C.
J.D. Candidate
Boston College Law School
Boston College Brighton, Massachusetts

McLaurin, William D.

A.B. Lycoming College Williamsport, Pennsylvania

M.S. New York University
New York, New York

Ph.D. New York University
New York, New York

Post-doctoral Fellow - Harvard University
Harvard Medical School

Research-Biologist Beth Israel Hospital Boston, Mass.
Lecturer-Tutor Harvard Summer Health Careers Program

Moore, Mary (Mrs.) R.N.

R.N. Nursing
Boston City Hospital School of Nursing
Boston, Massachusetts

Staff Nurse Boston City Hospital Boston, Massachusetts

Moore, Prentis M. (Rev.)

A.B. Philosophy
Texas Southern University Houston, Texas

B.D. Andover-Newton Theological Seminary
Newton, Massachusetts

L.L.D. Union Baptist Theological Seminary
Houston, Texas

Moore, Prentis (cont.)

D.D. Divinity
New England School of Law
(Calvin Coolidge College)
Boston, Massachusetts

Pastor Eliot Congregational Church Boston, Mass.
President University Without Walls of Boston
Boston, Massachusetts

Pierce, Chester M. Dr.

A.B. Harvard College Cambridge, Massachusetts

M.D. Medicine - Psychiatry
Harvard Medical School
Cambridge, Massachusetts

Alfred North Whitehead Fellow
Harvard University Cambridge, Massachusetts

Professor of Psychiatry & Education
Harvard Medical School & Harvard Graduate School of
Education Harvard University
Cambridge, Massachusetts

Salvi, Takako (Mrs.) R.N.

R.N. Nursing
Cambridge City Hospital School of Nursing
Cambridge, Massachusetts

Postgraduate Pediatrics
Cook County Hospital Chicago, Illinois

Elementary Education Diploma
Perry Normal School Milton, Massachusetts

B.S. Early Childhood Education
Boston University School of Education
Boston, Massachusetts

Director of Counselling - University Without Walls of Boston

Scott, Joyce (Mrs.)

B.S. Education & French
Northeastern University Boston, Massachusetts
M.A. Education & French
Northeastern University Boston, Massachusetts

Scott, Joyce (cont.)

French
Queens College Flushing, New York
French Language & History
University De Paris Paris, France
Education
Boston State College Boston, Massachusetts

Principal Neighborhood Youth Corps Education Center
Boston, Mass.
Instructor Aswalo House-Roxbury Y.W.C.A.
Boston, Massachusetts

Sprague, Rick E.

A.B. Psychology (Honors in Humanities)
Stanford University Stanford, California
Ph.D. Candidate - Child Psychology
Duke University Durham, North Carolina

Staff Psychologist Center for Exceptional Children
Boston University School of Medicine Retardation Center
(Child Psychiatry)

Thompson, Albert

A.B. English
Johnson C. Smith University
Charlotte, North Carolina
B.D. Divinity
Johnson C. Smith University
Charlotte, North Carolina
S.T.M. Harvard University Cambridge, Massachusetts

Ph.D. History
Harvard University Cambridge, Massachusetts

Chairman Afro-American Studies Department
Boston State College Boston, Massachusetts

Wesley, Hugh

B.S. Business Administration-Accounting
University of Massachusetts
Amherst, Massachusetts
C.P.A. Management & Cost Accounting Executive Honeywell Inc.
Boston, Massachusetts

Williams, D. Ann (Mrs.)

A.B. English
Bennet College Greensboro, North Carolina
M.A. English
Ford Foundation Fellowship
University of North Carolina
Chapel Hill, North Carolina

Dean of Students-Research Associate
University Without Walls of Boston

Williamson, Marvis

A.B. Chemistry
Hampton Institute Hampton, Virginia
M.A. Candidate - Physical Chemistry
Boston University Boston, Massachusetts

Teaching Fellow Boston University Boston, Massachusetts

Wright, Sylvester

Bouffard, Henry P.

A.B. Political Science
University of Massachusetts
Amhurst, Massachusetts

Security Guard General Motors Corporation
Framingham, Massachusetts

Byrd, Oliver W.

B.S. Mathematics & Social Psychology
Harvard College Cambridge, Massachusetts

Systems Engineer I.B.M. Corp. Waltham, Mass.

2 weeks
2 April 1973

M-E-M-O-R-A-N-D-U-M

TO: THE FACULTY

FROM: ANN WILLIAMS, RESEARCH ASSOCIATE

RE: AN EVALUATION OF MATERIALS AND METHODS OF INSTRUCTION

Since questionnaires frequently do not ask the "right" questions to obtain the desired material, we are asking you to write a detailed evaluation of your methods and material for instructing your class. The purpose of this study is to see to what extent are we using a non-traditional educational approach in meeting the needs of our students. Although I have listed below some questions that you might wish to use as a guideline, please feel free to discuss in detail everything that you are doing in your class.

SUGGESTED GUIDELINE

General Characteristics of your Students

1. Please describe the educational level(s) of the students in your class and its effect on your method of presentation.

2. How well do you know your students and their personal backgrounds? Do you have any contact with your students, other than during the regular class session?

3. How much time do you have to devote to the teaching of the basic skills.

Material (In discussing the material that you are using, please explain why you feel this material is essential in meeting the needs of your specific class.

4. What textbook(s) are you using in your class?

5. If you are not using a textbook, from which journal, book, etc. are you taking your mimeographed materials?

6. Would you rate the basic material that you are using traditional? Moderate? Non-Traditional?

7. Please describe the other materials, if any, that you are using in your class; such as tapes, films, filmstrips, etc.

Methods of Instruction and Activities

8. What method of instruction do you use? Lecture? Formal discussion? Informal discussion? Please explain why you feel this method is effective for your students.

9. To what extent are you utilizing the resources in the city? Please describe these activities in detail.
   A. Physical Resources
   B. Resource Personnel

10. To what extent are your students using the facilities of the library?

Method(s) of Evaluation

11. What method(s) do you use to evaluate your students' performance?

Course Evaluation
English 151
Mrs. Dolores Love

General Characteristics of Students

The majority of my students are definitely academically capable of grasping the content of this course, and they do have the ability to acquire "new knowledge" at the pace of a regular class session. It is obvious, however, that their grammatical foundation is poor- which I feel is due not to their incapabilities, but to the insufficient exposure to thorough basic grammatical instruction. The majority of the students have covered some of the material of this course in prior English classes, but have not retained subject matter, mainly because the grammatical concepts were presented to them, in a vague manner, and as a result, their grammar skills were not mastered nor applied to their methods of communication (speech and writing).

Interaction between instructor and students is an important factor. Several students have brought their personal problems to me, and in counselling them, I have found that a low self-image exist. For those students less extroverted, I make a definite effort to inquire about their problems, if I feel that one exists, and I try to resolve or assist in the alleviation of it if possible.

I have scheduled several tutorial sessions out-side of the regular class period, primarily because of sufficient interest. Some of the students are unable to keep up with the rapid pace of the regular class sessions, and these students benefit more from individual attention.

In teaching the basic skills, I incorporate two main methods, drilling and "learning to do by doing." I believe that both methods are essential for retention of grammatical rules. As I have stated above, grammar sills are lacking and it is for this reason that I insist on committing certain rules to memory in order to be able to build on this foundation and to be able to apply this knowledge to their work without my help.

Course Evaluation
English 151
Mrs. Dolores Love

Methods of Instruction & Materials Used

It is my belief that, teachers must be responsive to the affective as well as the cognitive needs of their students. Because of this belief, I have avoided the stultifying method of traditional schooling. I have found the combined method of student-centered and instructor-centered teaching most valuable. This method allows for interaction, adds to the student's self confidence, gives the student an opportunity for self-expression, and most of all, it affords them the opportunity for thought, verbal and cognitive development. The above process is used interchangeably. During some classes the students are allowed to run the class, they can direct questions, devise their own sentence to be analyzed and inquire about the progress of their work. In other sessions, the teacher-centered method is used. During this session, I teach them basic skills primarily through examples, (ie. dangling modifiers- instruct as to how they should be placed in order to insure sentence coherence- then present a variety of sentences of which they are to place the modifiers correctly and also explain the rule for its placement). This method allows them the opportunity to develop a responsible attitude towards learning and makes them aware of the continuous pace of learning and applying the material.

Our text, Habbrace College Handbook (7th edition), has proven to be an excellent grammatical guide. I have also used the Baron's Educational Series Book for illustrative examples of covered material In an attempt to strengthen their vocabulary , we have also used the Evans Vocabulary Programs, this consists of: vocabulary words with their pronunciation, definitions and indication of part of speech.

The use of the library is constantly stressed in my class, as well as continual and consistent reading to develop reading comprehension, sentence structure,style and vocabulary development.

English 151
Mrs. Dolores Love

Methods of Evaluation

Throughout my education, I have constantly been appalled by the pervasive discouragement and low levels of expectation which are held by most teachers. The student needs to be and should be constantly encouraged for his/hers progress. The following grading system allows for less frustration on the part of the student, while it also indicates to the student whether he/she is performing well, or whether he/she needs extra help without discouraging the student.

1. S+ - indicating excellence
   S - satisfactory
   U - unsatisfactory, needs help
   (this method is used for homework assignments)
2. Letter grading (A, B, C, D- used primarily for quizzes and for the midterm.
   ** The letter F is never used because of its negative connotation.
3. Good and Fair - used to indicate whether a written paper was well thought out or whether the student needs to improved definite skills(if a particular skill needs specific attention, we work on that area on an individual basis).

Usually when a student performs poorly, I hold his/hers paper and schedule a tutorial session to assist with the problem.

-Shaw University-
UNIVERSITY WITHOUT WALLS OF BOSTON
56 Dale Street
Roxbury, Massachusetts 02119
445-5221

APPLICATION FOR DIRECTED STUDY PROJECT

NAME OF STUDENT ______________________________
Last First Middle

CONTRACT NUMBER ______________ DATE ______________

FACULTY ASSOCIATE OR ADVISOR ______________________________

SUBJECT AREA: ______________ TERM: ______________

I. Title of Proposed Topic

II. Description of Program:

III. Objectives:

IV. Activities Involved:

V. Expected Outcome:

VI. Method of Evaluation:

VII. Anticipated Time Allotment

VIII. In an essay form, describe your project then give reasons for selecting it. (Include in this essay all *related* learning experiences, practical or theoretical, that you have had and your expectations of relating this project ot your major goal.

-Shaw University-
UNIVERSITY WITHOUT WALLS OF BOSTON
56 Dale Street
Roxbury, Massachusetts 02119
445-5221

CONTRACT DIGEST

NAME OF STUDENT ____________________

Faculty Associate or Advisor ____________________

Term __________ __________ Subject Area ____________________

Date ____________________

I. Title of Project:

II. Description of Project:

III. Objectives:

IV. Activities Involved:

V. Expected Outcome:

VI. Method(s) of Evaluation:

VII. Contact Hours With Advisor:

VII. Date Project Completed:

-Shaw University-
UNIVERSITY WITHOUT WALLS OF BOSTON
56 Dale Street
Roxbury, Massachusetts 02119
445-5221

STUDENT EVALUATION
FOR
DIRECTED STUDY PROJECT

NAME OF STUDENT ______________________________
Last First Middle

Faculty Associate or Advisor: ______________________________

Term: ____________________ Subject Area: ____________________

Date: ____________________

I. Specific Programs and Topics:

II. Methods of Evaluation:

III. Student Evaluation: (Please give a detailed analysis.)

-Shaw University-
UNIVERSITY WITHOUT WALLS OF BOSTON
56 Dale Street
Roxbury, Massachusetts 02119
445-5221

FACULTY EVAULATION
FOR
DIRECTED STUDY PROJECT

STUDENT'S NAME ______________________________
Last First Middle

FACULTY ASSOCIATE OR ADVISOR ______________________________

TERM ____________________ SUBJECT AREA ____________________

DATE ____________________

I. Specific Program and Topics:

II. Methods of Evaluation:

III. Faculty Evaluation: (Please give a detailed analysis.)

-Shaw University-
UNIVERSITY WITHOUT WALLS OF BOSTON
56 Dale Street
Roxbury, Massachusetts 02119
445-5221

GUIDELINES
FOR

APPLICATION FOR NON-TRADITIONAL LEARNING EXPERIENCES

I. Compile a comprehensive list citing the experiences for which you are seeking credit. (Experiences such as work position - salary and volunteer, workshops, non-credit courses, community activities, travels, projects developed, research, etc., may be used.) Add to each activity the period of time devolved and the name and address of business, agency, etc., with whom you were involved in this activity.

II. Take each activity separately and write a detailed description of your duties and responsibilities. Then in an essay, analyze and evaluate this experience pointing out the learning experiences acquired; such as an awareness of attitudal changes, analytical perception, specific skills developed, and a broader perception or understanding about man and his relationship to the universe.

III. Add to each activity as much supportive material as you can gather to verify this experience. (Supportive material may include copies of certificates, awards, reports, projects developed, newsletters, and photographs. Each student should request a letter from his supervisor, employer or director describing the students' duties and responsibilities in each activity.

-SHAW UNIVERSITY-
University Without Walls of Boston
56 Dale Street
Roxbury, Massachusetts 02119
445-5221

APPLICATION FOR INTERNSHIP EXPERIENCE

NAME: ______________________________
Last First Middle

ADDRESS: ______________________________
Street and Number

____
City State Zip Code

PHONE NUMBER: ______________ ______________
Home Business

MAJOR: ______________________________

1. What Internship position are you seeking?

____

____

2. Name of Agency, Organization, or Business with whom you wish to work.

____

____

UNDECIDED ______________________________

3. Name of Supervisor with whom you wish to work. ______________________________

UNCERTAIN ______________________________

APPLICATION FOR INTERNSHIP EXPERIENCE

4. What previous work experience have you had?

Employer: ______________________________

Address: ______________________________

Immediate Supervisor: ______________________________

Phone Number: ______________ How Long: ______________

Reason for Leaving: ______________________________

____

Employer: ______________________________

Address: ______________________________

Immediate Supervisor: ______________________________

Phone Number: ______________ How Long: ______________

Reason for Leaving: ______________________________

____

Employer: ______________________________

Address: ______________________________

Immediate Supervisor: ______________________________

Phone Number: ______________ How Long: ______________

Reason for Leaving: ______________________________

____

Employer: ______________________________

Address: ______________________________

Immediate Supervisor: ______________________________

Phone Number: ______________ How Long: ______________

Reason for Leaving: ______________________________

____

5. What courses have you taken at Univerity Without Walls or at any other educational institution since High School?

____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________

6. Please explain how this internship experience will relate to your major goals. (You may use an additional sheet, if necessary.)

7. Please list your objectives or the learning experience you wish to fulfill in this educational activity.

-SHAW UNIVERSITY-
University Without Walls of Boston
56 Dale Street
Roxbury, Massachusetts 02119
445-5221

STUDENT'S EVALUATION OF INTERNSHIP EXPERIENCE

NAME: ______________________________
Last First Middle

ADDRESS: ______________________________
Street and Number

____
City State Zip Code

PHONE NUMBER: ______________ ______________
Home Business

BUSINESS OR ORGANIZATION: ______________________________

ADDRESS: ______________________________
Street and Number

____
City State Zip Code

SUPERVISOR'S NAME: ______________________________

INTERNSHIP POSITION DESIRED: ______________________________

1. How many hours per week did you work with this project? ______________
2. Describe your duties and responsibilities.

3. Explain how your duties and responsibilities in this internship experience relate to your anticipated career.

4. Was this internship position successful in providing you with the opportunities to acquire the learning experiences that you requested in your objectives? Please explain in detail.

5. What were your most rewarding learning experiences?

6. What were the weaknesses in this experience?

7. Has this experience in any way affected your attitude about your career goals? Please explain in detail.

-SHAW UNIVERSITY-
University Without Walls of Boston
56 Dale Street
Roxbury, Massachusetts 02119
445-5221

SUPERVISOR'S EVALUATION OF INTERNSHIP EXPERIENCE

NAME OF STUDENT: ______________________ Last First Middle

SUPERVISOR'S NAME: ______________________ Last First Middle

PHONE NUMBER: ____________ Home ____________ Business

BUSINESS OR ORGANIZATION: ______________________

ADDRESS: ______________________ Street and Number

______________________ City State Zip Code

1. How many contact hours did you have with the student each week? ____________
2. How long did the student work with you? ____________
3. In what position was the student working? ____________
4. Describe the duties and responsibilities that the student was expected to perform.
   A.____________
   B.____________
   C.____________
   D.____________
   E.____________

5. What methods did you use to evaluate the student's performance?

6. What is your appraisal of the student's performance in this position.
(Please give a detailed analysis.)

SHAW UNIVERSITY

RALEIGH, NORTH CAROLINA 27602

UNIVERSITY WITHOUT WALLS
OF ROXBURY
Walnut Avenue and Dale Street
Roxbury, Massachusetts 02119

617-445-5221

ADVISORY BOARD
Dr. Samuel Baskin
Mr. Frank Bellizzi
Dr. George S. Bowling
Miss Queen E. Browne
Reverend William L. Cody
Reverend William Freeman
Dr. John B. Goodenough
Mr. Rollins Griffith
Dr. J. Archie Hargraves
Mrs. Franziska P. Hosken
Reverend Gerald Howard
Mr. Anderson Jones
Reverend William McClain
Dr. Edward Mattar
Dr. Prentis M. Moore
Mr. Darrell L. Outlaw, Esq.
Dr. Benjamin Rudavsky
Mr. Otto P. Snowden
Mr. John Sullivan
Dr. Albert Thompson
Mr. Hubert Walters
Reverend William Weeks
Reverend Virgil A. Wood
Mr. Sylvester Wright
Mr. John W. Young

December 7, 1972

Dear Neighbor,

Please allow us to introduce ourselves in hopes that our aims will be of interest to you. We, The University Without Walls of Boston and Shaw University, Raleigh, N.C. have combined our efforts in an attempt to design a curriculum that would meet the educational needs of the Boston area, but with special emphasis on the Roxbury, Dorchester, and Mattapan communities.

Surely, we readily acknowledge that there already exists a host of colleges and universities in the city, but can we honestly say that those educational institutions are meeting our needs? Do these institutions set-up "standards" which allow the average minority member to complete a course of study? Do these institutions create flexible programs to give the person who has to work the opportunity to study? We know that the answers to both these questions and many other related questions would be, in most cases, an emphatic No! Yet, inspite of the barriers that we have encountered in pursuing an education, we are automatically penalized by society for not knowing a skill or holding a degree. So, in order to countercheck some of these injustices, we have instituted the University Without Walls.

At the University Without Walls, we have taken the first step and have designed a curriculum to make studying more convenient for you. However, we are still compelled to take another step. We have to know your educational needs; we have to know what kind of curriculum you want so that we can adapt our program to meeting your needs; and this, of course, will enable us to serve you more effectively and efficiently.

Now, we ask you to take a step forward and read the attached questionnaire; then will you take a few minutes to tell us what kind of education you want?

We look forward to hearing from you soon; and until then, we thank you very much for your cooperation.

Sincerely yours,

Prentis Moore

Dr. Prentis M. Moore
President

PM/wjm

MEMBER UNITED NEGRO COLLEGE FUND

THE UNIVERSITY WITHOUT WALLS OF BOSTON
56 Dale Street
Roxbury, Massachusetts 02119

THE EDUCATIONAL NEEDS OF THE COMMUNITY

Directions: Please answer the following questions completely.

1. How many years did you complete in school?______________________________

2. Did you enjoy attending high school and/or college? Yes___; No___.

3. What was the most significant aspect that "turned you off" about your high school and/or college program?______________________________

____

____

4. Have you considered returning to school? Yes___; No; If no, why not?______

____

____

____

5. Do you feel that a college degree could improve your economic status? Yes___; No___; If no, please explain:______________________________

____

____

6. Do you feel that a college degree would allow you an opportunity to advance on your job? Yes___; No___. If no, please explain:______________________________

____

____

7. If you had the opportunity to return to school, in which area would you study?

____

____

8. If you were to return to school, which one of the following programs would you prefer?

A. Plan A involves studying for a year and learning a trade or skill.___
If you checked A, in which skill would you be interested?__________

____

B. Plan B involves studying for three or four years and earning a B.A. or B.S. degree.______________

C. Other___. If you checked other, please explain what kind of program you would prefer.______________________________

9. If you "dropped out" of high school or college, what has been the main reason that prevented you from returning?______________________________

____

____

10. If finances pose a problem, would you be interested in a program that allows you to work full time or part time and still study? Yes__; No___.

11. Would you be interested in Day Classes? Yes___; Evening Classes? Yes___.

12. Would you be interested in a program that granted credit for the experiences that you have had that are related to your major? Yes___; No___.

13. Which one of the following plans of study appeals to you most?

A. Plan A involves earning a degree by working in an internship with a professional in your area until you and he feel that you have mastered the necessary skills.

B. Plan B involves studying in the structured classroom **setting** only. After completing the required courses, you receive the degree.

C. Plan C involves a combination of study in the classroom and an internship period with a professional and after satisfying the requirements in both areas, you receive the degree.

D. Neither___. If you checked neither, describe briefly the kind of program which would interest you.

14. What would you consider the ideal program that would fulfill your needs? Please describe briefly:______________________________

____

____

UWW QUESTIONNAIRE

Name: ____________________

Address: ____________________

City, State, & Zip Code: ____________________

Home Telephone Number: ____________ Business Telephone Number: ____________

Date Contacted: ____________________

Interviewer's Name: ____________________

This is ____________________ calling from the University Without Walls. I noticed in going through our records, that at one point you had expressed an interest in enrolling in the UWW, and I'm calling now to see if you are still intereste

Yes:

Would you like us to re-activate your file? ____________________

Would you like to come in for an interview, I could set-up an appointment for you with Mr. Daniel Woods? ____________________

Do you mind if I ask you why you did not follow through after first expressing an interest? (Just for our records) ____________________

Is there any further information that I could give you? ____________________

No:

Would you mind telling me why? ____________________

Are you attending another school or are there circumstances in your life now that prevent you from continuing your education? ____________________

Additional Comments:

8/22/72

-SHAW UNIVERSITY-

University Without Walls Of Roxbury
56 Dale Street
Roxbury, Massachusetts 02119
445-5221

COURSE SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	SATURDAY
Western Civilization* 3:00 P.M. - 5:00 P.M.	Business Administration I & II* 5:30 P.M. - 7:30 P.M.	Political Science* 3:00 P.M. - 5:00 P.M.	Public Health* 3:00 P.M. - 4:00 P.M.	Biology I & II 9:00 A.M. - 11:00 A.M. Beth Israel Hospital SL Building, Room 409 330 Brookline Avenue Boston, Mass.
Data Processing 5:30 P.M. - 7:30 P.M. Wentworth Institute Beatty Hall, Room 332 550 Huntington Ave. Boston, Mass.	Philosophy I & II* 5:30 P.M. - 7:30 P.M.	Stock Market I & II* 4:00 P.M. - 6:00 P.M.	Urban Sociology I & II* 4:00 P.M. - 6:00 P.M.	Music In Our Time I & II* 10:00 A.M. - 12:00 Noon
Spanish I & II* 6:00 P.M. - 8:00 P.M.	Practical Real Estate Brokerage & Property Management I & II* 6:00 P.M. - 8:00 P.M.	Speed & Comprehensive Reading* 5:00 P.M. - 7:00 P.M.	Data Processing Beatty Hall, Room 332 550 Huntington Ave. Boston, Mass. 5:30 P.M. - 7:30 P.M.	Afro-American History I & II* 11:00 A.M. - 1:00 P.M.
Economics I & II* 6:30 P.M. - 8:30 P.M.	Communication Skills I & II* 7:30 P.M. - 9:30 P.M.	Broadcasting Journalism* 6:00 P.M. - 8:00 P.M.	Psychology I* 5:30 P.M. - 7:00 P.M.	Photography* 2:00 P.M. - 4:00 P.M.
Accounting I & II* 7:00 P.M. - 9:00 P.M.		Spanish I & II* 6:00 P.M. - 8:00 P.M.	Basic Mathematics I & II* 6:00 P.M. - 8:00 P.M.	
		Urban Studies I & II* 6:00 P.M. - 8:00 P.M.		

***Eliot Congregational Church**
56 Dale Street
Roxbury, Massachusetts 02119

APPENDIX III

Additional Supportive Material

for young people

University Without Walls to begin classes February 1

Dr. Prentis Moore, Pastor of the Eliot Congregational Church of Roxbury, announced last week the funding of the University Without Walls - Roxbury, by the Department of Health, Education and Welfare's Office of Education.

An initial grant of $20,000 has been received, which will enable the University Without Walls - Roxbury, to begin classes February 1, with an enrollment of seventy-five students. Because of the unique nature of this University, many students who would ordinarily not be able to receive higher education will be able to enroll. There will be no fixed campus or fixed age for the students.

The city is the classroom and all the resources of the city will be utilized as educational tools. Seven churches in the Roxbury, South End communities have committed themselves to the use of their buildings for class sessions which are not held on location - such as parks, museums, offices, etc.

A policy of open enrollment has been established which allows all High School graduates to enroll as long as space is available. All students in the University Without Walls - Roxbury, will be enrolled in Shaw University of Raleigh, North Carolina, and all degrees will be granted through Shaw. It is expected that each student will, if he so desires, be able to spend time studying on Shaw's Campus at some point in his time at the UWW.

The concept of the University Without Walls was developed in conjunction with the Union for Experimenting Colleges and Universities in Yellow Springs, Ohio. Dr. Samuel Baskin is president of the Union. At the present time there are eighteen universities taking part in the establishment of the University Without Walls. While each institution will set up its own University Without Walls with various specialties, all will build around the following basic plans.

Students, faculty and administrators will be included in the development of each college's program.

Each college will offer broad opportunities for learning, to include regular course work, independent study, group project activities, the use of television, tapes, films, libraries and travel in this country and abroad.

Flexible time units will permit the student to spend as much time as he needs and wants in any phase of his program.

Each college will establish an "adjunct faculty" composed of government officials, business executives, persons from community agencies, scientists, artists, writers, and others outside the academic community who enjoy teaching. "Seminars in the field" will be held in cooperating government agencies, commercial establishments, research institutes, or museums such as the Smithsonian Institution in Washington D.C., these seminars will draw on the experience and the expertise of the adjunct faculty.

Each student, before applying for his degree, will be expected to produce a major contribution on his field. This may be a research study, a work of art, a community service, a publishable article or book, or other noteworthy undertakings.

The time needed to attain a degree may be less than four years or more, depending upon the background of the student and his individual progress.

Office of Education funding for the University Without Walls is derived from several sources. The Bureau of Higher Education awarded $290,000, the National Center for Educational Research and Development $75,000, the Bureau of Libraries and Educational Technology $50,000, and the Office of Program Planning and Evaluation $25,000. The Bureau of Higher Education's portion includes awards of $140,0[illegible] for training institutes for higher education personnel, $75,000 for special services for disadvantaged students, and $75,000 for co-operative education.

These funds will enable teams of students, faculty members and administrators to participate in a series of local, regional, and national workshops to help each college plan and develop its own University Without Walls unit.

New urban college to open here

Two hundred community members will be able to study at the Urban College of Roxbury, a church-housed branch of Shaw University, Raleigh, N.C.

The school will offer a four to five year program in urban studies. Faculty members will come from Shaw and from local colleges and universities.

One thousand dollars towards the $300,000 program was given one New Year's Day by the Greater Boston Ministerial Alliance.

The fund-gathering arm of the venture is Interfaith Urban Finance and Development Corp. Federal money has been requested, but most support will come from foundations.

Dr. Prentis M. Moore, head of the Boston steering committee, said the original opening date for the college was June 1, but that it might begin sooner than expected. Dr. Moore is pastor of the Eliot Congregational Church in Roxbury.

Classes will be held in community facilities, mostly churches, Dr. Moore explained. There are plans to run the college year-round and to get jobs for all students.

Urban affairs, including city government and organization, will be featured in the curriculum in addition to regular courses. Admissions policies will be "open" according to Dr. Moore.

Shaw University has planned similar urban colleges in Detroit and Chicago.

1-1-00

n knocking down walls

By Kenneth G. Gehret

Boston

The walls of the American university may prove as vulnerable as the walls of ancient Jericho.

The trumpet you hear in the distance is the call for a more expansive sense of higher education, not confined to the traditional academic setting nor restricted to the young.

Actually, fissures have already appeared in collegiate walls. More students are now privileged to do some of their learning in the "real world" outside. Field trips, travel, independent study, work-study programs, community service—all have made breaches in the barrier that divides academe from its surrounding community.

Ultimately the walls may topple completely, bringing academic and nonacademic processes and institutions closer together. Hastening this development is a program just devised by 17 cooperating learning centers and supported by the United States Office of Education. They are calling it the University Without Walls (UWW).

Traditional pattern dropped

An interested student will enroll in one of the participating colleges and universities. But his study program will be tailored to his individual needs.

He/she could be a Vietnam veteran, starting college late; a housewife returning to campus to pursue a growing interest in child development; an accountant seeking a new career in writing; or simply a high-school graduate moving directly to college.

But the student's schedule will not follow the traditional pattern.

For example, the accountant, who has sold a few magazine articles, might be assigned an American literature reading list, the writing of a feature story, a field seminar in ecology, a college-based seminar on liberal education, and a half-time internship with a book-review publication.

Government offices, local social agencies, commercial firms, research institutes, and cultural institutions will cooperate in the educational programs offered by the UWW. Besides offering their facilities and employing some students, these organizations will conduct seminars and contribute experts to the "adjunct faculty" of the local participating college or university.

Professionals and other people with specialized knowledge in the community also will be included on the instructional staff.

Untapped resources used

Students in the program will not be limited to the customary four years of study but will take more or less time as necessary to become competent in their fields. Each one will be required to complete a major project in his chosen field before receiving a degree. This could be a research study, a work of art, a community service, or a publishable book.

"The University Without Walls . . . seeks to build highly individualized and flexible programs of learning and makes use of new and largely untapped resources for teaching and learning," says Dr. Samuel Baskin, architect of the plan and head of the Union for Experimenting Colleges and Universities.

"It moves toward a new faith in the student and his capacity for learning on his own, while at the same time providing close and continuing contact between student and teacher," he adds.

The UWW bears some resemblance to Philadelphia's successful Parkway Project and other "schools without walls" developing at the secondary level in several American cities.

The first students will enter pilot projects of the UWW in February. But the program will get under way in earnest in September, when all 17 institutions are expected to enroll 50 to 75 participants each.

Federal funds invested

The U.S. Office of Education is backing the initial phases of the venture to the extent of $415,000 in planning and development grants. This is viewed as "seed" money to get the program started and attract foundation funds. The sponsors see the UWW as self-supporting, once it is up and running, on the basis of tuition alone.

In fact, economy of operation is one of the points on which the UWW will be closely watched. Proponents claim it will prove to be an answer to burgeoning college costs, which have doubled in the past 10 years.

Is the UWW indeed "one of the most significant and promising proposals for American higher education," as one college president maintains?

A trial run of the UWW might well contribute something of value. It will be worth watching.

Roxbury college plans city as its classroom

Plans for a new college in Roxbury that would "use the city as a classroom" were outlined last week by Dr. King Cheek, president of Shaw University in Raleigh, N.C.

Dr. Cheek told a meeting of Roxbury residents in the Eliot Congregational Church that he had been meeting with the church's pastor, the Rev. Prentis Moore, and other members of the community since last Summer to discuss the possibilities of a college.

Shaw, a small liberal arts college related to the American Baptist Convention, is attempting to create a federation of urban colleges, Dr. Cheek said. Shaw would help with the planning and fund raising but the colleges would be locally controlled, he said. Plans are under way for one such institution in Detroit.

Dr. Cheek said these colleges will not be traditional institutions but will use the resources of the city for teaching and will hold classes in churches, museums, and offices rather than on a campus.

"We decided colleges ought to go to where students are," he said. "It is not necessary for students to go to the prisons we call campuses."

Since there will be no campus, the college will not require a large amount of money to get started, Cheek said. He estimates that $180,000 will be needed for the first year of planning and development.

No money has been raised yet, but Cheek and Moore plan to seek funds from businesses, foundations and the government. Cheek said the Ford Co. has contributed $25,000 toward the Detroit college. If funds are raised by May, the college could open in September, Moore said.

According to Cheek, the new college would be a four-year, degree-granting institution that would offer both liberal arts and career preparation.

There would be a "modest" tuition and students would work part-time in occupations related to their career plans. Faculty members would not necessarily have to have academic credentials, he said, but would have to be competent in the fields they teach. Business management and urban science would be the major fields at the college, he said.

Morre said he has been in touch both with officials of the new Model Cities college in Roxbury and with representatives of the state community college board who are planning to open a college in Roxbury. He said the proposed urban college would not duplicate either of these institutions.

Moore said the local group has filed papers asking for a charter from the state. The school will have to operate the first year as an institute, he said, and will apply later for accreditation as a college.

Roxbury Pastor Heads Innovative Program

A $20,000 federal grant will launch a new college program in Roxbury within six weeks.

The Office of Education has funded an innovative University Without Walls to operate with greater Boston educational institutions, business and cultural organizations in conjunction with Shaw University in Raleigh, N.C.

Dr. Prentis Moore, president of the new University, and pastor of the Eliot Congregational Church in Roxbury, said yesterday that the program would enroll 75 applicants who would begin classes on Feb 1.

Tuition will be on a sliding scale, according to a student's ability to pay and because each schedule will be individually tailored, many students will be able to continue to work full or part time.

Applicants must be high school graduates and generally will include those who have been, in Moor's words, "locked outside of the main currents of academic life."

Though classes are to begin on Feb. 1, no academic coordinator has yet been hired. John Young, a student at the Havard Graduate School of Education, disclosed that Dr. Ewart Guinier, head of Harvard's Afro-American Center, was one of the educators who would cooperate with the University Without Walls.

The Roxbury project is among 18 similar higher education programs funded in a consortium with headquarters at Yellow Springs, Ohio.

Seven Roxbury and South End churches have volunteered their buildings for use by those classes which are not held on location, parks, museums or offices.

The University Without Walls is the third college program developed for the Roxbury-North Dorchester community in the past two years. Model Cities sponsors classes for degree candidates living in their target area and a Roxbury Community College is scheduled to open at Boston Business School.

SUNDAY HERALD TRAVELER, DECEMBER 27, 1970 B*

Church-Housed College Is Planned for Roxbury

By **CHARLES LERRIGO**
HT Religion Editor

The Greater Boston Minister's Alliance turned over $1,000.75 New Year's Day toward a proposed university-without-walls in Roxbury.

The Urban College of Roxbury will be an accredited branch of Shaw University (Raleigh, N.C.) and will offer a four-to-five year degree program in urban studies, according to the Rev. Dr. Prentis M. Moore, head of the local steering committee.

Dr. Moore, pastor of Eliot Congregational Church in Roxbury, said the $300,000 educational effort aims at a 200-student enrollment. Funds for the project will come primarily from foundations, and the proposal has also been submitted to the federal government, he said.

Originally June 1, 1970, had been the target date of the venture, Dr. Moore continued, "but we may just enroll students now and start classes sooner than we had expected."

CLAIMING THAT the Urban College of Roxbury would be a "first of its kind," Dr. Moore pointed out some of the ways it would differ from another program backed by 14 area universities.

He said classes will be held in existing facilties—primarily churches—with faculty drawn from Shaw University and Boston area institutions.

"We hope to secure," he continued, "a meaningful job for every student with businessmen, making our operation year-round." In addition to more standard subjects, the Urban College of Roxbury will help its students discover how the city government and community organizations operate.

Placing a stress on the motivating of students, Dr. Moore said the new venture will seek to be "open" in setting its admission policies.

SHAW UNIVERSITY has planned two similar ventures in Detroit and Chicago, he added, but Boston will be the first to get underway.

The minister's alliance turned over the $1000 to the Interfaith Urban Finance and Development Corporation (recipient of the new college's funds) during an Emancipation Day Service in All Saints' Lutheran Church in Roxbury, "the Shrine of the Black Christ."

Dr. John Blue, vice president for development of Shaw University, told the congregation of difficulties minority students have in established and predominantly white universities.

"Every successful minority group in this country," he pointed out, "has had its own colleges."

The Rev. William L. Cody, president of the alliance, presided at the service. The money contributed by the black churchmen had traditionally gone to the United Negro College Fund.

in the news: Prentis Moore

by Walter Haynes

On February 1, 1971, the University Without Walls came to Roxbury. It is one of several attempts by the Union of Experimenting Colleges and Universities to bring the relevance of higher education to those not able to continue their schooling.

University Without Walls, located in the Elliot Congregational Church, 56 Dale street, is headed by Dr. Prentis Moore, who presently serves as the university's president. He views the university as an approach to some of the problems education has had in the past.

"Our concept is spreading to the high schools and the college and university campuses," Dr. Moore said. "Most of the students are lost in the milieu of traditional education. By having the university right here in the community the students are able to see and be with people who are a part of what has been the academic community."

"They have a chance to walk and talk with these people.

"Our concept is spreading to the high schools and the college and university campuses," Dr. Moore said. "Most of the students are lost in the milieu of traditional education. By having the university right here in the community the students are able to see and be with people who are a part of what has been the academic community. They have a chance to walk and talk with these people.

"The present enrollment is approximately 100 students. We started out with 67 students in February," Dr. Moore said. "We lost 20 per cent of those because they couldn't keep up with their individual assignments."

"We don't however fail anyone here," Moore asserted. "We try to let the student move at his own pace with the studies built around the students."

The students range from 17 to 64 years of age. They are students who have dropped out of college or people who have not gone to college, but essentially they are interested in the pursuit of higher education which, for a myriad of reasons, had previously eluded their grasp.

"We have a curriculum here that tries to touch upon the basics -- mathematics, English, and history," Dr. Moore commented. "We also have courses that deal with urban studies, and a course dealing with the economy of the ghetto.

"Since this is a flexible institution we try to accept experiences by the students who come to us as being part of their educational process.

"For instance, there was a lady who had worked in the library for 20 years. Well, it was obvious to us that she had acquired some type of educational knowledge and experience while working, so we counted it as credit toward her degree."

The University Without Walls is an extension of Shaw University in Raleigh, North Carolina.

The university is funded by the federal government and the Ford Foundation. It is hoped that the school's system of deferred payments will allow the money received from former students to help pay for new students who have financial difficulties. "We think this will establish a self-sustaining policy which will take care of our operational costs," Dr. Moore said.

"Right now we are in the process of teaching our teachers and evaluating the progress of our students here through the counselors we have assigned to them. This, of course, enables us to plan and revise the curriculum we need for the semester.

Even though we now offer 22 courses here, we have a waiting list of over 70 qualified teachers who have applied for positions at our school. Our present staff of 40 come from all over the Boston area. Most of them are already affiliated with established institutions. Dr. Moore added. He teaches a course himself in philosophy.

"I have been teaching for a number of years, but there is a different approach involved here. We try to break down the barriers that have developed from the traditional educational structure so that these people can establish a sense of belonging."

The university uses six area churches for its campus. "We eventually hope to spread into the suburbs," Moore commented.

In a time when the educational institutions have been under constant demand to make themselves, relevant, the University Without Walls is trying to create an example of the new approach in education -- building the schools around the people.

THE NEW YORK TIMES, SUNDAY, DECEMBER 27, 1970

Universities:

What Tearing Down the 'Walls' Can Do

To many college students who want to be learners and doers at the same time, much within the present structure of higher education is "irrelevant." They consider classroom and course credits as roadblocks to advanced learning.

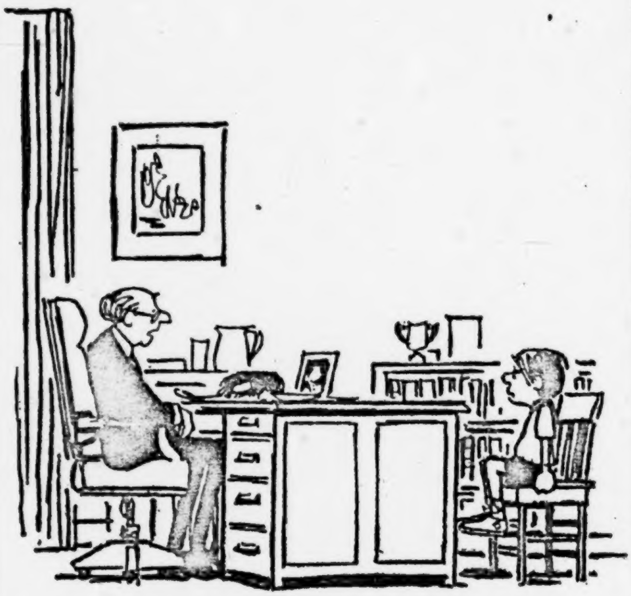
With this kind of student in mind, the United States Office of Education last week cleared the way for a major experiment that will offer a new educational concept. The program, underwritten with a planning grant of $415,000, is to be known as University Without Walls. Additional foundation support is expected early next year.

Under the program, 17 established colleges and universities across the country will allow a limited number of students — ranging in age from 16 to 60— to work toward their degrees without any of the fixed requirements on any one campus.

Typical Pattern

Typically, such a student may take some of his academic work as a regular resident on the campus at which he is enrolled; switch virtually at will to one or more of the other cooperating institutions; serve a supervised internship in a school, hospital, museum, business firm or other place of work and service; complete part of his requirements in the Peace Corps or with the city planning department here or abroad; advance his knowledge by way of independent study or through courses taken via television or tape.

A few students will be enrolled in the program next February, but full-scale operations



"Now, then—just which part of the kindergarten curriculum needs to be more relevant?"

Berry from NEA

Complaints of "irrelevant" are heard at nearly every level of education these days. Last week the way was cleared for an experiment called University Without Walls, which will offer more flexible conditions for learning. Dr. Samuel Baskin, the driving force behind the program, called it "an effort to develop new models and new forms for American higher education."

Here are some typical students who, in the view of the planners, might take advantage of the options:

•A 35-year-old housewife, interested in elementary education, might serve as a recreational therapy aide at a children's hospital and as a teacher's aide in a nursery school, while taking evening courses in psychology and the sociology of childhood.

•An army veteran, without previous college experience, but interested in psychology, might spend his first year or two in a seminar on learning skills, some regular courses in psychology and computer use, a televised course in beginning Spanish and

Without Walls is an effort to develop new models and new forms for American higher education," Dr. Baskin said last week.

There are strong elements of what used to be known as Progressive Education—John Dewey's "learning by doing"—in the experiment, but without any downgrading of intellectual scholarship. There is also an implication of strong professionalism, particularly in the requirement that, to be eligible for a degree, each student must produce a contribution in his field — a research study, a work of art, an identifiable community service, a publishable article or book or some other work.

that an infusion of older and more career-experienced students would help reduce peer pressures and immature attitudes among the younger students. These experts point to the maturing influence exerted on the campuses by the post-World War II veterans.

(3) The resistance by traditional academic departments to any major changes in established patterns makes it necessary for reform movements to strike out independently, creating entirely new models rather than merely tampering with the existing ones.

(4) The advent of a technology that promises — through television, casettes, computers, etc. — to extend the options for independent study makes the present time conducive to such departures. Thus, the fact that the New York State Education Commissioner, Ewald B. Nyquist, has already pledged his support to the expansion of "external degree" programs (allowing students to take tests to demonstrate proficiency without the traditional college attendance or course credits) indicates that the old restrictions are becoming more flexible.

(5) Everywhere — from Yale to the Carnegie Commission on Higher Education — the old assumption that four years of classroom attendance, to follow immediately after high school, is the best road to a bachelor's degree is being questioned. The University Without Walls will make its judgment based on the student's background and his individual progress, not on years in attendance or chronological age.

Risks Involved

These departures are not without risk. Unless students can demonstrate commitment, maturity and independence, they could easily slide into dilletantism. Students without a sense of intellectual integrity might become so impressed with the practical that they would downgrade scholarship and theory. This could create an anti-intellectual outlook.

There must be careful selection and even more careful supervision. The freewheeling approach, which is inevitably more demanding of the [illegible]

Back in class to fulfill some dreams

University Without Walls reopens educational doors

By a staff writer of The Christian Science Monitor

Boston

EDUCATION

One by one, the students come to the lectern to read individual papers to the class.

A bushy-haired black youth portrays a prison inmate; he delivers an impassioned plea for the "brothers and sisters" to stand united against the injustices of the system.

A black girl gives a moving soliloquy in the role of Socrates on the eve of drinking the deadly hemlock.

A white girl follows with the train of thought which Roosevelt Greer might have experienced as he held the mortally wounded Robert F. Kennedy in his arms at the assassination scene.

This is a class in the University Without Walls, held in Eliot Congregational Church in Boston's Roxbury section. Seven students comprise this particular group, which is led by the church's pastor, the Rev. Dr. Prentis M. Moore.

"This is a course in logic," the minister explains. "It has to do with the reasoning process and involves a good bit of research for the students. In today's class, the students were projecting themselves into characters, to be those persons in a given situation of their own choosing."

The effect was dramatic. The youths had obviously studied carefully the individuals they portrayed. More than that, they had written their papers with sympathetic understanding of the characters and showed a good knowledge of the appropriate literary form and phrasing to best convey their feelings.

These students, predominantly blacks, would not likely be in college, except for the flexible and innovative program offered by the University Without Walls-Roxbury. Either because of financial lack, the formidable challenges of the typical degree program, or an aversion to the "irrelevance" of traditional campus offerings, these young adults did not enroll full time in college after graduating from high school. Now they are here, part time or full, to work toward a degree.

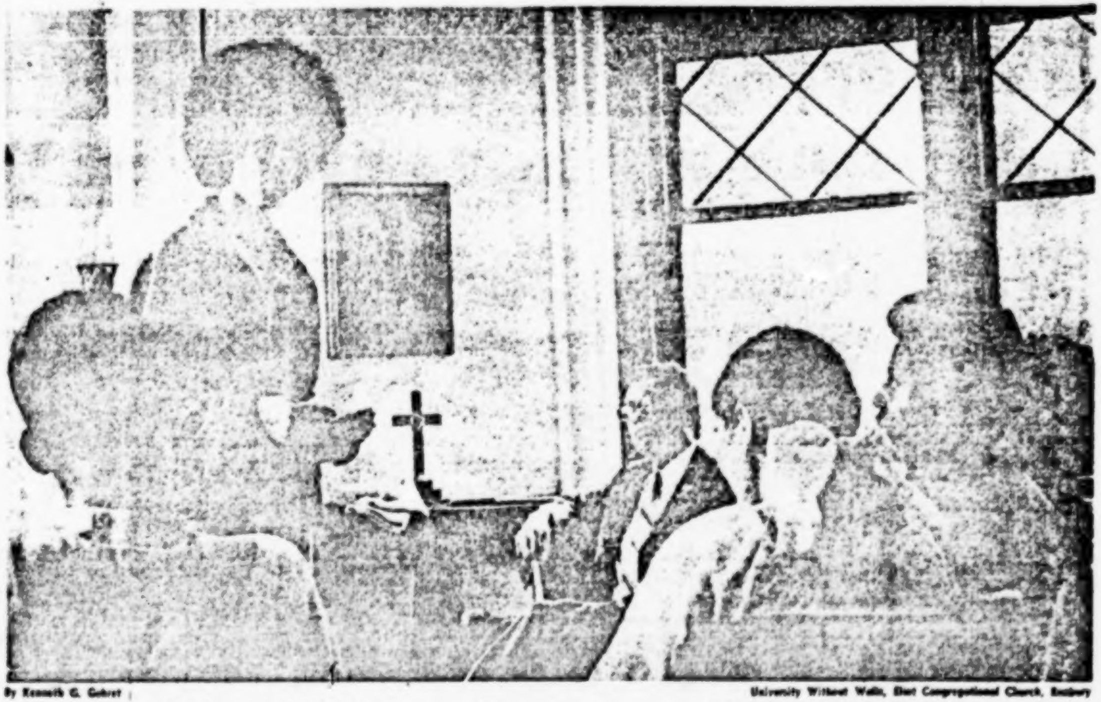
Diane Kitchen finished high school in 1965 and took a job as executive secretary. She started taking university courses on the side, but the sheepskin was eight years off. When she found the position to be dead-end, she decided to concentrate on her education. She settled on the University Without Walls (UWW) as suited to her style. Now she's pursuing business management studies, with a view to continuing on for a law degree.

Josephine Williams held various jobs after graduating from high school in 1961. Wanting to get ahead, she seized the opportunity to enroll in UWW when the program began in Roxbury last March. "You have everything you need here," she comments. Her major interests are urban planning and child development. She expects to make a career in one or the other.

UWW-Roxbury is a branch of Shaw University, a long established, largely black institution in Raleigh, N.C. Roxbury students are enrolled at Shaw and will receive their degrees from that university. Many of the local students will spend a semester or two on the parent campus, though that is not required.

Shaw is one of about 20 academic institutions participating in the nationwide UWW program. A new development, UWW strives for flexibility in education, a less rigid curriculum, individual pacing in studies, use of the community as a resource.

UWW-Roxbury is a good example of all this. Its student body, numbering 67, ranges in age from 17 to 64. Enrollees take from 1 to 5 courses per semester. Most classes are held at the church, though a weekly seminar in history meets at the Massachusetts Institute of Technology in Cambridge and an urban-studies seminar is offered every other week at Harvard.


By Kenneth G. Gehret

University Without Walls, Eliot Congregational Church, Roxbury

At the end of the research project—presentation to the class

Courses are added according to student needs whenever possible. Requests from two or three enrollees for a given subject could lead to its introduction, the Rev. Dr. Moore reports. But essentially UWW-Roxbury offers two major fields: urban studies and business management. Another possibility is independent study. None of this type has yet been set up, though a few are likely next fall.

On the community side, the minister declares there are "vast resources; we never have a problem getting the expertise we need."

All faculty are part-time. Twenty are now involved and are paid for their efforts. Forty more have indicated an interest in teaching, according to the black minister, who also serves as head of UWW-Roxbury.

Present faculty include a Ph.D. candidate at Harvard, an investment counselor in a brokerage house, a lawyer who is assistant corporate counsel to the City of Boston, a computer programmer, and a minister and community organizer.

Many students work, full-time or part-time. Roy Sampson is a disc jockey and music director at station WILD in Boston. He manages a four-course schedule at UWW-Roxbury despite duties that keep him busy at the station each morning.

Joel Wilkerson carries five courses, while serving as a clerical assistant at the institution's Roxbury headquarters. He, like many others here, gets help from the federal work-study program. Five other students act as classroom assistants. All are given course credits for their work experience.

Ninety percent of students receive some kind of financial aid. A deferred tuition plan is also available.

Funding for UWW-Roxbury comes from Washington and from student tuition. An initial grant from the government enabled the project to get under way, and operate during the first semester. Further funding is likely.

Tuition is $740 per semester or $50 per course. These monies are retained by UWW-Roxbury to support its activity.

The Rev. Dr. Moore anticipates substantial expansion of the program. An additional 125 students are expected in the fall. Present facilities are adequate, he reports, since the church's education building offers 32 classrooms.

He sees UWW-Roxbury meeting a specific need:

"We are providing education for the disadvantaged. Most of these people have dreams they've lived with for years. Now they are fulfilling them here, in this program."

Roxbury Branch Of Shaw to Open In September

The University Without Walls of Roxbury, an extension of Shaw University, is now accepting applications for the September Semester. A variety of study opportunities will be offered and in addition to class work, independent and directed study opportunities are available.

Enrollment is open to both high school graduates and non-high school graduates. A flexible time schedule can be arranged so that students can study on a full-time or part-time basis.

For further information, call 445-5221.

THE ONYX

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UNIVERSITY WITHOUT WALLS OF BOSTON

by JOYCE CLARKE

The brochure cover reads "University Without Walls of Boston, a new concept in higher education," but the school is only half the story; the other half involves the desire of a man to help his people advance through higher learning.

To start at the beginning, in 1958 Rev. Prentis Moore, a native of Texas and graduate of Andover-Newton Theological School, was assigned to the Eliot Congregational Church in Roxbury. He started teaching Sunday School and found out that the assignments he gave the pupils to complete at home were not done. It became quite clear that his 7th grade pupils had little interest in the educational type structure of Sunday School and it was easy to deduce they held the same feelings for public school.

Rev. Moore says he didn't want Sunday School to be a "babysitting service"; he wanted his pupils to learn something. So a year later he started the Roxbury Basic Reading Program and the Roxbury Tutorial Project.

Also in 1959 he began formulating the idea of an urban college for Roxbury. Rev. Moore stated that a survey had shown that at that time less than 1 per cent of Massachusetts' college enrollment was Black. He recalled that 85 per cent of his high school graduating class went to college. Although most were poor, they had some idea of a career choice and college was a natural next step.

One would think that Massachusetts with all its institutions of higher education would be filled with Black students, but Rev. Moore says that for a number of reasons this is not so. For instance, the colleges recruit seniors from every high school in the country except its home schools. There exists a low level of aspiration because there are no "models" for young Black children to follow. The schools have poor guidance programs, the poorly educated experience difficulty in passing the college entrance exams and obviously, the lack of financial abundance of the larger sector of Black residents prohibits college.

In spite of his awareness of these problems, Rev. Moore was determined to see his University Without Walls become a reality.

The hardest area to hurdle was financial support. The excuses were always the same—Massachusetts is full of schools that the residents can go to.

Finally, Dr. Cheek at Shaw University, Raleigh, N.C. expressed interest in Rev. Moore's concept and after visiting Dr. Cheek in 1969, Moore submitted a proposal to the government for funding through the Office of Education. UWW shortly thereafter became an extension of Shaw University, who grants their degrees, and the Union for Experimenting Colleges and Universities, Antioch College, Yellow Springs, Ohio.

The University Without Walls of Boston officially opened its doors in January 1970.

The University boasts an enrollment of 86 students from 17 to 60 years old and about 30 students in the three Massachusetts prisons. A potential student is not given an entrance examination per se, but is required to file a formal application, his high school transcript (and college transcript if applicable), a resume, an autobiography and two letters of recommendation. The aforementioned seems like a lot but sincerity and a willingness to learn can be cited as priority requirements for admission as opposed to how well one can score on a test.

The course of study is then tailor made for the student so that he begins his work from where his education left off. This way a student works at his own pace, and can take from three to five years to graduate. In addition, the curriculum is flexible enough so that the student can work, study in the classroom or independently.

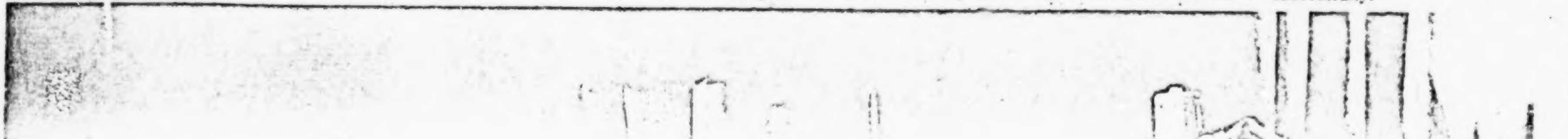
UWW offers a fully acccredited B.A. degree from Shaw University after successful completion of study in one of the following areas of the Urban Sciences: Business Management and Economics, Urban Planning, Public Administration, Urban Politics, Behavioral Sciences, Afro-American Studies and Liberal Arts. One reason the university has limited its major to the Urban Sciences is because Rev. Moore feels there should be a sufficient number of people who can effectively deal with the urban scene in which they live.

For some time Rev. Moore had been working in the Walpole, Norfolk and Concord prisons as counselor and conducting group dynamic sessions. So naturally when UWW opened, the prisons were not excluded. Rev. Moore sent his faculty members on a weekly basis to hold sessions, but has temporarily discontinued this since there has been so much unrest in these penal institutions. The machinery is already in operation to bus the men out of the prisons for four hours of work and four hours of classes per week and will get underway as soon as it is feasible.

The church is the central "school" and boasts 36 classes. It is, on a microscopic scale, organized like most institutions, in that they use textbooks, but only when necessary. They limit the class sizes to around ten. There is a Dean of Admissions, a Financial Aid Director and faculty advisors. The church is open seven days a week.

According to the Boston Globe's report, "this year UWW has $75,000 including a $50,000 research grant from the Blanchard Foundation to develop a national model for an urban college."

UWW has turned out to be a revolutionary institution in the midst of the Commonwealth's bureaucratic institutions bent on changelessness. With little fanfare, they seem to be surmounting all the obstacles and forging ahead successfully.



University Without Walls opens doors for disadvantaged

By Muriel L. Cohen
Globe Staff

Greater Boston's first, and only, university without walls is using the city as its textbook to help provide college degrees at lower costs than conventional institutions.

By focusing on urban issues and holding classes in a church, at Harvard and MIT, at Beth Israel Hospital and the Boston Athenaeum, the Roxbury-based University Without Walls (UWW) is quietly shattering some educational myths.

While UMass at Amherst and the state college system are trying to develop a publicly supported external degree program, the UWW, under private sponsorship, points to a successful initial year with an enrollment of 86 full-time students and 40 others in state prisons plus. The second year has brought an increase in UWW budget.

UWW director Prentis Moore, minister of the Eliot Congregational Church in Roxbury, said yesterday the "track record" has brought new foundation support to the program which is a branch of Shaw University, a predominantly black institution in Raleigh, N.C.

[illegible] a $40,000 grant with Moore's program, part of a Ford Foundation project supplying planning funds to 18 open university experiments across the country, including one at UMass, Amherst.

Central headquarters for the nationwide project is the Union for Experimenting Colleges and Universities in Yellow Springs, Ohio.

The UWW uses Moore's church at Walnut avenue and Dale street in Roxbury as headquarters. Many of the program's evening classes are offered in the historic old stone building.

UWW really had its beginnings five years ago with Prentis Moore's dream of an urban college for the disadvantaged. In an ironic twist of history, it was Shaw College in North Carolina which helped Boston, with its existing concentration of universities and colleges, to open UWW for those students who for financial or academic reasons couldn't take the traditional routes to a degree.

Moore smiles when he points out that Shaw was founded 108 years ago by a young black graduate of Andover-Newton Theological School who went South to give young black people an opportunity for higher education.

Now Shaw has given Moore, also an Andover-Newton graduate, a chance to do the same for Boston's disadvantaged. He now plans to establish bases, similar to the one in Roxbury, in area suburbs.

UWW's full-time students range in age from 16 to 69. About 10 percent are white. Most students need substantial financial aid and full-time jobs to help them pay the $1200 tuition.

Moore said the low scale is made possible by the use of the city as a resource and by space donated by business and educational institutions.

UWW already has had its first graduate, Moore's former secretary, Diane Kitchen. With a degree granted by Shaw College, Miss Kitchen is now enrolled at New England College of Law. She qualified for the Shaw degree by a combination of courses at UWW, credits earned at other institutions and credits granted by UWW for her work experience.

A student enrolling at UWW under its open admissions policy designs his program with the assistance of the full-time counselor. Shaw requires 124 credits for a bachelor's degree. The UWW student can claim credit for courses taken at other universities or colleges before entering UWW. He can also submit for review by a special board a record of his "life experiences" which can include job responsibilities or volunteer work, to be assessed for credit equivalency.

Then the student tailors the UWW program to supply the credits necessary for a degree.

As an example, Moore used William McKissick, formerly employed by IBM. Like so many other UWW students, McKissick is working toward a degree to help him advance in a business career. He is taking two courses, one in accounting and one in business management. One is given by a certified public accountant assigned by Honeywell and the other by a computer science expert from the Boston Navy Yard.

McKissick works as full-time financial aid director at UWW. He receives six credits (equivalent of two courses) for that assignment.

According to Moore, women outnumber men two to one in the program.

UNIVERSITY WITHOUT WALLS director Prentiss Moore (left) conducts philosophy class at Eliot Church. School focuses on urban problems and helps to lower college costs. (Ellis Herwig photo)

Almost all of the men are majoring in business while the women want certification for teaching, social work or nursing.

Moore hopes to double enrollment next year with the expectation that twice as many students can be educated at the same cost as the present number. He is particularly proud of the programs that ran in the first semester at Walpole and Norfolk State Prisons.

UWW supplements its open admissions policy with an intensive training in basic skills for many students not ready to handle college level courses.

In its first year UWW had an operating budget of $36,000 for 70 students. Fifty others were turned away for lack of funds. This year, UWW has $75,000, including a $50,000 research grant [illegible]

Moore for the students: University Without Walls

A rather unorthodox admissions technique is suggested by Dr. Prentis Moore, President of the University Without Walls, when he says, "Use a stethoscope. If they're breathing we can educate them."

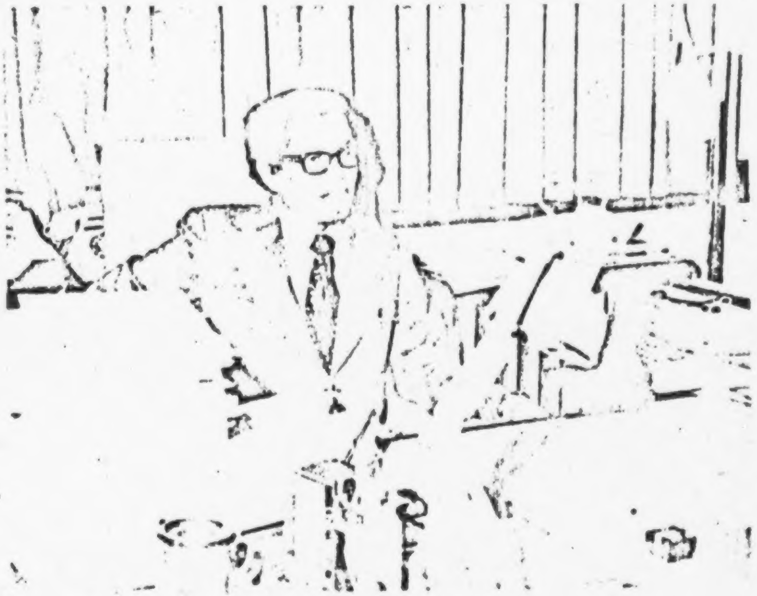
Dr. Moore, a Newton resident, is also minister of the Eliot Congregational Church in Roxbury.

He was born in Garrison, Texas, in what he describes as a "shotgun" house--"You can look from the front door through the back door." Trains passed near the house, and one of his five brothers used to say, "One day you're going places on one of those trains." His brother was right.

A graduate of Texas Southern University and Andover-Newton Theological School, Dr. Moore is a warm, outgoing man who is committed to the belief that anyone can be educated.

Today his dream of a University Without Walls is a reality in Boston because of this belief. Many people helped him get an education so he decided that he would in turn help someone else.

The unorthodox university was founded on the concept that low-cost education can be provided by using the city and its rich resources. For instance, Dr. Moore points out the University did not fund a library but used Boston Public Library and a little-known private library in Roxbury for which he serves on the board of trustees. Among the other facilities open to them are the Beth Israel Hospital laboratory and the chemistry lab at Boston University Medical Center.



Dr. PRENTIS MOORE, minister and educator.

When Dr. Moore first came to Boston he was "shocked that in the mecca of education so few students from the Greater Boston area, particularly black, finished high school and even a smaller amount finished college."

"I began to wonder what we could do to break in a program of higher education in the Roxbury area." Not one to sit around and wonder, this dynamo began investigating courses of action and ended up tying in with approximately 17 units of University Without Walls to obtain much needed federal funding. He received a $50,000 grant from the Office of Education and $5,000 from the Blanchard Foundation.

Boasting 90 students with 20 more behind prison walls, UWW plans to move into the suburbs. Dr. Moore feels that "thousands of people, despite the amount of colleges and universities, are not being touched by the traditional system of education." Originally this type of university was thought to help "the disadvantaged, the left-outs, the forgotten." It has now been discovered to be "applicable to rich and poor, since many people cannot function in a rigid structure... many people want a sense of involvement in their own educational destiny." Moore adds that the program is not restricted to blacks.

Although deeply committed to the community, Dr. Moore sets aside lots of time to be with his 2 young daughters, Carol and Tracy. They attend the Hyde School where they have experienced "a few racial incidents." When that happens, says Dr. Moore, "I drop everything and go right over." He said that the "teachers and principal are very cooperative."

Dr. Moore says "We have raised our children to respect everyone but we know that not everyone will respect them." However he adds that "they are fortunate in having parents who are aware and have been through the civil rights struggle."

Dr. Moore conducts a weekly group dynamics session with 15 black prison inmates and also does individual counseling. Every second Sunday he and his choir go to Walpole Prison, conduct a worship service and speed back in time for the service at his own church. He says, "My only problem is time."

His energy might be contagious. His wife is a registered nurse who works two days and teaches one day.

Do the Moores relax? His hobby is "travel and antiques." His wife is beginning to catch the antique "bug" and Carol and Tracy are very much at home on a jet. The Moores also own a 56-foot mobile home in Texas and try to spend as much time relaxing there as they can.

Among his responsibilities as President of the University Without Walls are "insuring adequate funds, selecting the 'best' faculty and counseling some of the students--not too different from the responsibilities of any president of a college."

--Elly Siegel

Boston Sunday Globe January 10, 1971

Ford, colleges may test 'pay as you earn' loans

By Eric Wentworth
The Washington Post

NEW YORK —The Ford Foundation is expected to decide in the next few weeks whether to help launch the first real test of a controversial "pay as you earn" plan for financing higher education.

The proposed experiment would involve the Foundation itself, several colleges and universities, and thousands of students. If the plan shows promise, it could lead to a major new program of Federal aid.

DOUBLE BENEFIT

The "pay as you earn" approach — Ford calls it "PAYE" — offers students a different way to foot their bills for tuition and other soaring costs. At the same time, it provides private institutions, in particular, with another means to combat deficits.

"PAYE," basically a student loan scheme, differs from present programs in several ways:

—The student borrows to meet educational expenses, then repays the loan in variable installments based on a fixed percentage of his annual income — whether large or small. Under conventional programs, the student pays off his debt in regular installments based on the principal plus interest and unrelated to how much he is earning.

—The "PAYE" borrower continues his repayments over an extended period

Under one approach, the colleges and universities themselves would borrow capital for the student loans from banks or other financial houses. Ford would join the academic institutions in guarantees to the corporate lenders against risks of loss. Ford and the institutions would also provide for the bank to regain its capital after several years by agreeing to take over the loan unless the Federal government were able to do so by then.

ALTERNATIVE

An alternative calls for a group of schools to form a joint private finance company, which would then borrow student loan funds from commercial sources. In this case Ford could join those schools with endowment capital in buying shares in the company — the shareholders would then bear the loss risks. Another possibility would be selling shares in the company to students.

Launching a "PAYE" plan entails difficult forecasts of student borrowers' combined future income in order to set the percentage rate for repayments.

The rate, some suggest, could vary with the likely earning power of particular groups of students. For example, medical and graduate business students entering relatively lucrative fields could be assigned a lower percentage, since their incomes would likely be higher.

10,000 dollars. If his income later rose to 20,000 dollars, he would pay 180 dollars.

INCOME POTENTIAL

"PAYE" borrowers with large future incomes eventually would pay back more than their share, in effect subsidizing those with low earnings who would pay less. To keep repayment rates as low as possible and still assure the program's solvency, it is thus important that students with above-average income prospects join in borrowing.

One way to encourage potentially wealthy individuals to borrow would be to let them "buy out" of their obligation at some later point. Another would be assurance of "automatic exit" once their repayments totaled, say, twice the amount borrowed plus interest.

A college or university could also, of course, broaden student participation by sharply increasing its tuition. Another question being explored is whether repayments under "PAYE" could gain favorable tax treatment.

Planners are also looking at ways to cope with women students who borrow, then marry and become non-earning housewives. One answer would be to apply the wife's repayment rate to family income up to a specified limit.

JERROLD ZACHARIAS
. . . plan scuttled

and universities to raise tuition and other charges to levels closer to actual costs.

PLAN'S CRITICS

However, the so-called "Zacharias Plan" ran into criticism, especially from state-supported campuses.

Critics argued that, politically, a move toward financing higher education through increased tuition would lessen prospects for other federal aid and could lead to reduced state appropriations.

They added that public treasuries should subsidize colleges and universities, since higher education benefits society at large as well as those being educated.

Ford Foundation policymakers are aware that such attacks helped scuttle the Zacharias Plan's chances for adoption three years ago. Today, however, the situation appears to

Study urges college reforms

By Nina McCain
Globe Staff

Higher education should be an "activity . . . undertaken voluntarily by men and women of all ages" rather than an "unavoidable prescription" for young people or a mandatory requirement for certain kinds of jobs, according to a report released Friday by the American Academy of Arts and Sciences.

The report, the product of more than a year's deliberations by family, students, administrators and public officials, is a kind of grab - bag of educational reform proposals. It contains 85 "theses" touching almost every area of academic life — curriculum, government, financing and admissions — among others.

One of the main themes of the report is a plea for more flexibility in who goes to college, at what ages and how long they stay.

"Some young persons should be encouraged to defer higher education," the report said. "Some may prefer to avoid it altogether."

"If access to employment opportunity was less exclusively through college or university education, the pressure to secure admission to such institutions would diminish," the report continued.

Among the other major points made by the report:

Learning is the central mission of universities and neither research nor public service should be allowed to detract from that purpose.

Colleges need a strong executive authority, especially a strong president, but he should be limited to a 12-year term and be reviewed at least once by faculty and students.

The report was not enthusiastic about demands for increased student participation in decision making. A university, it said, "is not a parliamentary body and even less a place where total participation is possible . . ."

Financially hard-pressed colleges must "be prepared for the possibility that the Federal purse will be slow to open" and should "learn to husband the resources they already have" and "share together what they have."

The report was written largely by Martin Meyerson, president of the University of Pennsylvania, and Prof. Stephen R. Graubard of Brown University. Its purpose they said is to "not to close discussion but to stimulate and guide it."

The academy, whose headquarters is in Brookline, is made up of more than 2500 elected fellows, mostly scholars and professionals.

NUMBER FOUR

CRITERIA

CTB NEWSLETTER ON EVALUATION

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REPORT ON BIAS IN TESTING

After more than a year's research, an initial study on, "Racial and Ethnic Bias in Test Construction," has been completed by Dr. Donald Ross Green for the U.S. Department of Health, Education, and Welfare Office of Education.

Dr. Green, who serves as the Director of Research for CTB/McGraw-Hill, defined the bias problem by saying, "The standardized achievement tests used in schools are often said to be biased against, and thus inappropriate for, children belonging to disadvantaged racial and ethnic minorities."

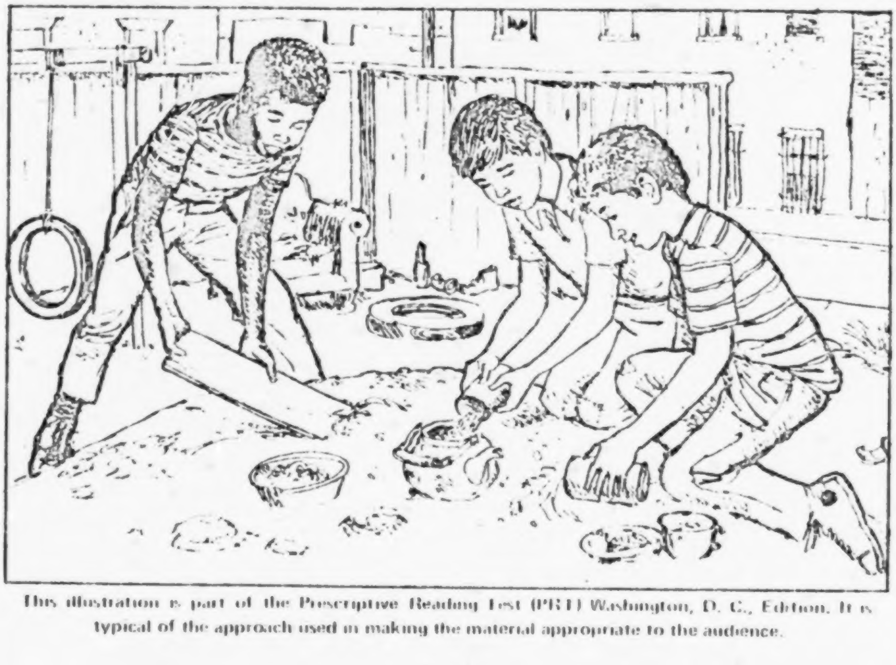
Possible sources of this bias include preconceptions and thought patterns of test item writers and the item selection procedures used in test construction. He noted, "The possibility exists that the items selected are biased and discriminate against groups unlike the modal group in the tryout sample." The study addresses itself to this problem and asks the question, "Do the tryout samples used for item selection contribute to test bias against minority groups?"

The report traces previous research done in this area, defines the methods employed, the limitations, and the results of the study, and raises questions and proposes recommendations for solving the problem.

The study used seven subgroups from the standardization sample of the *California Achievement Tests, 1970 Edition*—northern white suburban, northern black urban, southern white suburban, southern black rural, southern white rural, southwestern Mexican urban, and southwestern Anglo-American suburban.

It attempted to determine if the use of these different groups would lead to the selection of different test items from the item pool, and if so, would the items selected measure different things. The study also investigated whether the resulting item sets selected were "better" for the minority groups in the sense that they are more reliable and function better (higher point biserial correlations). Finally the report investigated if the relative discrepancy in scores favoring majority groups would be reduced by using the items chosen for the minority tryout group.

Continued on Page 3



This illustration is part of the Prescriptive Reading Test (PRT) Washington, D. C., Edition. It is typical of the approach used in making the material appropriate to the audience.

Action in Nation's Capital City

During the last three years, the Washington, D.C., public schools have been endeavoring to raise the reading and mathematics achievement levels of their students in elementary and junior high schools. They have been using the results from standardized tests (the *Comprehensive Tests of Basic Skills* and the *California Achievement Tests, 1970 Edition*) to determine their progress.

Hugh J. Scott, Superintendent of the Public Schools for the District of Columbia, issued a position paper on administrative policies for the standardized test program which includes the following statements:

"The greatest misuse of standardized tests is in their interpretation. The failure to use test results is also a misuse. It is the responsibility of the school system to give training and guidance to teachers in the use of test results. Test results are not the answers to problems. Misinterpretations about terminology may lead to 'labeling' of children, e.g., by grade equivalents. Emphasis given to score reporting tends to neglect locating areas of strength and weakness for student instruction.

"There is a danger that test results might be used erroneously to establish goals and objectives; therefore, it is clearly indicated to all school personnel that goals and objectives should never be determined by tests. Goals and objectives are determined first; then tests are selected and used as one factor in the evaluation of progress towards goals and objectives.

"Because test results cannot define the whole child, all factors relating to a child's behavior must be considered in making any judgments about him. ...

"The implementation of a comprehensive and relevant testing program is an integral part of the teaching-learning process. However, achievement test results have applicability to the instructional program only insofar as the test has a relationship to the curriculum in the schools. It is important, therefore, that an in-depth study on testing be undertaken to carefully examine testing instruments and their individual test items for their relevance not only to the school curriculum but also to urban school population."

It was this philosophy that led the District of Columbia public schools and CTB/McGraw-Hill to embark upon a unique assessment project—the development of criterion-referenced, prescriptive tests customized to Washington, D.C., objectives in reading and mathematics for Grades 1 through 9.

Continued on Page 2

THE CHRISTIAN SCIENCE MONITOR Second Section Saturday, January 29, 1972

College special

By Kenneth G. Gehret

Education editor of The Christian Science Monitor

Boston

IF YOU ANSWERED "YES" TO ALL OF THE above questions, you are right. That's the way higher education has been traditionally viewed.

If you answered "no" to any or all of them, you aren't wrong. You're simply ahead of the crowd, aware of fast-moving developments that may presage the future.

For the college reforms demanded and often achieved a few years ago – students on faculty committees, black-studies programs, fewer graduate assistants teaching undergraduates, etc. – have been overtaken by new concepts of what a college education should be.

Who does the teaching is no longer the basic question. Rather coming to the fore is the issue of students' self-directed learning under faculty guidance.

The focus is shifting from the content of the university-devised program to the student's individually tailored program, based on his interests and goals.

Governance is now less of an issue since the student often lives off campus, and the trend is strongly toward studying there, too.

And the time element is under challenge as well. What's magic about four (or six or eight) consecutive years? many students and educators are asking. The concept of breaking up years of study with periods of work or travel is emerging. In fact, one of the most persistent ideas of the past year or two is that of continuing education – a lifetime of off-and-on learning.

Some campuses change slowly

Traditional-style education has not come to the end of its road; many students will continue to live on campuses and earn a degree largely by the book-and-lecture route. This approach suits some students personally, and is well adapted to certain fields of study. And, of course, change comes slowly to the larger and more conservative campuses, in any case.

But a ground swell of interest in wholly new modes of learning is apparent. College is no longer restricted to a place; it's an activity. It need not be full time, nor in consecutive years. And it can go on virtually anywhere, including in one's own home.

This is what people across the United States are discovering. It's now more popular (and easier) than ever to get a degree without spending full time on campus.

There are a number of differing approaches to this kind of education:

- Policeman Jack Ditch takes courses in psychology and sociology while still patrolling the streets of Saratoga Springs, N.Y.
- Student Charles Kinney of New Britain, Conn., is preparing in Florida for a six-seek stint on demographic studies in Ireland and Ghana.
- Mrs. Margaret Clerkin of Sandy Creek, N.Y., recently completed work for a degreee and teacher certification while maintaining a home for her husband and 11 children.

How is it done? There is no one way; programs take varying form across the country.

Syracuse University started things rolling five years ago with its bachelor-degree program in liberal studies. This year 115 persons are enrolled, living as far off as Florida and California.

Progressing at their own pace, these students of whatever age complete work by correspondence. They are required, however, to travel to the university's New York State campus for two weekend sessions during the year and to remain there for three weeks each June.

Goddard College in Vermont also experimented early with this type of plan.

Goddard is active, too, in another development that holds great appeal for youth – off-campus experience for regularly enrolled students. Working with children in different kinds of institutions, for social agencies, or in apprenticeships, brings Goddard students into touch with the "realities" that they cannot get in class and makes an impact no abstraction could. These activities last for 15 weeks at a stretch and may be scheduled in alternate (trimester) periods. They earn students full college credit.

This sort of community involvement is found on many college campuses and, on the larger national scale, through the University Year for Action (UYA). One of the participants in this new federally funded program is Fermin Garcia, a 24-year-old sophomore at Eastern Washington State College in Spokane.

Disadvantaged youths aided

Mr. Garcia, majoring in social work with a view to a career in juvenile parole, is spending the year as a parolee advocate in the Spokane Parole Office. He is in charge of the Neighborhood Youth Corps, a federal program of jobs created for disadvantaged youths who, in this case, are also on parole.

In addition to running this program, the Eastern Washington sophomore works individually with young people in trouble, counsels released parolees and helps them find training or jobs, and recruits community volunteers to help parolees reestablish themselves.

In advancing his career in this way, Mr. Garcia receives normal credits toward graduation. He is just one of more than 1,000 students from 30 colleges and universities across this nation taking part in UYA's attack on poverty in urban and rural areas and on Indian reservations.

Another program begun last year and operating, in part, on government money is University Without Walls (UWW). Independently organized and directed, UWW grew out of the desire of a number of colleges and universities to experiment with alternative approaches to higher education. Twenty of these institutions of diverse background (public and private, parochial and nondenominational, two-year and four-year) are exploring new ways to learn.

One UWW member is the University of Minnesota. Its emphasis is on reaching out to would-be students of whatever age who are not likely to continue their education in any other way because of remote location, physical handicap, or special study interests.

Studies spread beyond state lines

Thus Roderick Brixius of Lastrup, Minn., is working in elementary education, with emphasis on children having particular problems; Majel Orberg of White Bear Lake is studying group dynamics; and Donald McBride of Roosevelt is taking a prelaw course.

The Minnesota UWW program, operating under the university's General Extension Division, spreads beyond

IN THE PUBLIC INTEREST

Colleges question value of ETS

By Ralph Nader

WASHINGTON — For the past generation, millions of high school and college students have taken college or graduate school admissions tests prepared and scored by the Educational Testing Service (ETS) of Princeton, N.J. They were to be tested for their "scholastic aptitude" and, by and large, they passively accepted the results even to the point, parents have noted, of viewing their scores as a measure of their self-worth.

So towering has the influence of ETS been that other test producters felt courageous just to imitate it. As one ETS official joked: "(ETS has) tests for everything except admission to Heaven." The schools have both reflected and reinforced the kind of subject matter tested. Often a closed loop developed with the tests helping to shape the curriculum and the curriculum helping to shape and prepare for the tests.

At last the bloom is coming off ETS. There is mounting student and faculty criticism reaching beyond the tests themselves to the very structure of this giant definer of human intelligence and determiner of so many careers.

The criticism began with assertions of a cultural bias against women, blacks, chicanos and native Americans that pervades the questions on the tests. Close analysis also showed how imaginative or creative student responses could be tripped up by questions whose answers were based on ambiguous assumptions.

Now moving toward center stage is the very issue of ETS accountability as a rapidly expanding private, unregulated educational corporation administering 5 million tests a year. Such a gatekeeper can become a tyrant even with the best of intentions by virtue of its monopolistic position.

Getting underway in Washington is a student-supported Project on Educational Testing. With only a meager budget, the Project's director, James Ghee, and a small staff, working out of an old gray building in Washington, D.C., has produced a concise 25-page description of its research.

"Highly regarded educators and psychometricians have questioned the utility of standardized objects tests from their inception," the statement reads, but "critics have had noticeably little impact on the practices within the field." Describing itself as a "research, educational and advocacy group," the Project wants to establish a clearinghouse and serve as an advocate for consumers (the students) of standardized tests and the users of test results.

Critics of these tests assert that they do not reveal the creativity and imagination of the student and cannot measure the important factors of determination and dedication. They maintain that there is a gross over-reliance on these tests by colleges, law schools, and professional licensing boards.

As the Project notes: "Most admissions and placement officers have used standardized tests as infallible predictive measures of academic competence. The result is that standardized tests emerge as the sole 'objective' measurement in admissions and advancement procedures."

What is worse is how the administrative apparatus of the schools takes these test scores and "rubs them in." Students entering college have been counseled that the best they could do is "C" or "B" or "A" work. Some students take this as an inflexible determination of their potential. They lose their self-confidence and resign themselves to mediocrity. Other students scoring higher often become complacent, too self-assured that they "have it made" and make certain that they don't reach their potential. Either way the psychological impact is destructive of student development, diversity and self-discovery.

Standardized tests mesh logically with a standardized curriculum starved of student involvement in real-life problem study and solving but replete with rote memorization of principles and formulas.

At a small but growing number of colleges, faculty and administrators, sensitive to the need education has to break out of its rigid molds, are rejecting these tests as prerequisites for admission. ETS is aware of these spreading currents of discontent and has established advisory committees and sponsored conferences to discuss suggestions and criticisms. The company's leaders say if there is a better way to test students, they want to know about it. However, they seem to be willing to hear but not listen.

There are ways to improve these narrowly gauged tests but the more fundamental change is to redesign the educational system within and beyond the school walls for greater development of student talents, assets and value systems which ETS does not begin to measure. Only then will the tests extruded by ETS shrink to a proper modest level.

Students will have to shoulder a major burden for generating such changes.

Boston Globe Dec 14, 1972

Borrowed from Britain

Open University starts in fall

By William Waugh
Associated Press

NEW BRUNSWICK, N.J. — US higher education turns this fall to Britain's Open University in its search for a quality independent study program usable on a nationwide scale.

British educational material developed at the cost of several million dollars for the so-called Open University will be tested at four sites in the United States. The program uses radio, television, tape cassettes and the printed word to deliver a college-level education through home study.

Sponsors say the goal of the year-long experiment is to make higher education available " to all who can benefit from it" without placing any formal academic requirements for entry into the program.

If the experiment is successful, said Arland F. Chris-Janer, president of the College Entrance Examination Board of New York City, "great savings in time and money may be possible."

As in Britain, the American experiment will offer college credit to those students who successfully complete the Open University courses.

Rutgers, the state university of New Jersey, is undertaking the most ambitious program. Test sites include also the University of Houston, University of Maryland and San Diego State College and University.

Dr. Jessie C. Hartline, acting dean of Rutger's University College, who will head the program, said 36-week-long courses in the humanities, mathematics and science will be offered, They will equal five regular college courses and will be worth 15 college credits. Each course costs $300, and books and fees another $100.

"This is not an easy way to get a college degree," Dr. Hartline said in an interview. "This is not easy material, and anyone who gets too far behind would find it difficult to make out."

Dr. Hartline said the program will give many students the opportunity "to study where and when they want and get many good students out of the classroom and make room for those who need closer supervision."

As in Britain, Dr. Hartline said, about 90 percent of the student's time will be spent in independent study assisted by work books and supplements and 10 percent in use of tape, film and other devices.

In the study of Hamlet, for example, a student will be advised to spend about 11 hours in a single concentrated reading of the play. Later the student will read works "designed to help develop a judicious attitude to criticism."

In a workbook, questions will be proposed to stimulate a student's independent thinking. He then will answer supplementary questions which will be sent to the school for appraisal and comment.

"In this way," said Dr. Hartline, "the student and the school keep track of his progress."

The student's next step will be visiting a campus center to listen to tape cassettes and watch a film of the play. A professor will be available for counseling.

Rutgers, through an initial newspaper announcement received 500 inquiries including 100 paid application fees.

No formal academic background is required to qualify for courses. But applicants who appear ill-equipped for successfully tackling the studies are counseled to consider other educational programs, Dr. Hartline said, adding that "we are looking for highly motivated, bright people."

The British Open University program has attracted worldwide attention, and Chris-Janer said of the American test, "We view this as a significant step in the whole movement of nontraditional and off-campus study."

The College Board and the Educational Testing Service of Princeton, N.J., will evaluate results of the US experiment, which is financed through a Carnegie Corporation grant.

Aside from the basic goal of quality education through independent study, the program suggests several prospects at a time colleges and universities are trying to cut back on costs:

—Avoiding the high price of construction associated with establishing conventional universities.

—Deploying a relatively small academic staff to provide courses for a large number of students.

—Allowing adults to combine work and education by minimizing problems of travel and distance to and from traditional university campuses.

"We are moving toward a total-learning society," Chris-Janer said. "The question now is how to educate more people, more effectively but with less money."

British Expert Salem Symposium Guest

Bay State Open University Plan Urged

By PAMELA BULLARD

One of Britain's leading authorities on the Open University told educators and government officials Friday that open universities "are the most potentially successful ventures in education today" and should become a permanent part of American academia.

Lord Peter Ritchie-Calder, an internationally renowned author-scientist and privy council member of the Open University of Great Britain met at Salem State College to participate in a symposium on The Open University.

Massachusetts is presently embarking on an open university system to be launched next September. The first pilot program began in October at Salem State College and will be followed in January by programs at Framingham and Bridgewater state colleges.

The open university operates without a costly campus, utilizing TV and radio, and packaged courses to be studied at home, and at regional study centers for people of all ages.

Students are assisted by tutors and coordinators highly qualified in particular courses.

SALEM STATE'S five-week-old program utilizes the humanities package developed by the British Open University. Other U.S. institutions also employing British techniques are Rutgers University, University of Maryland, University of Houston, and University of California at San Diego.

The British Open University, founded in 1970, enrolled over 40,000 students in 48,000 courses. It operates out of 250 listening and viewing centers throughout Great Britain, Wales and Scotland.

The students are all part-time and over the age of 21.

The British government is now pressuring the Open University to enroll 500 pupils, 18 years old, in an experimental program because the government cannot build conventional universities fast enough to meet educational needs, according to Lord Ritchie-Calder.

Gov. Sargent has encouraged an open university program as a means to decrease the state college and university budgets and make education available to every citizen.

Lord Calder said that open university is "far, far cheaper than conventional universities, but that's not what we're here for. The cost is less but the substance is better.

"We don't want to usurp the conventional institutions but we're going to embarrass them by exposing some appalling teaching."

He emphasized the open university cannot be "a cut-price operation."

Sec. of Educational Affairs, Dr. Joseph M. Cronin, who participated in the symposium, said the governor's Interim Planning Group will unveil next month the state's plan for an open university, which he said would begin next September based on existing programs.

Dr. Cronin predicted an open university that would enroll as many as 5000 students.

"The dollar saving will not be in educational programs, but in not having to build a $20 million campus," said Cronin. "We now paying $100 million a year for buildings. We should use existing resources and techniques. We have five colleges with TV stations, so we're ready to go."

Poor Marks For Boston

It is generally acknowledged that of all the levels of schooling, high schools are relatively the easiest to integrate. They are bigger and transcend district lines. They usually are not up against demands, made by parents of younger children, to keep pupils in the familiar milieu of the neighborhood schools. They need not rely on busing since teen-age students can travel independently by public transportation.

Yet, it was the high schools that were the focus of a Federal charge last week that Boston is operating a segregated school system. The charge—specifically that Boston school officials were in violation of the Civil Rights Act of 1964—was the first leveled against a major city in the North. Such actions are common in the South where history and law have established a presumption that predominantly nonwhite schools are the result of a policy of segregation.

The Department of Health, Education and Welfare, which brought the charge, threatened to cut off about $10-million in Federal aid unless Boston ceases operating "two separate racially identifiable school sub-systems, one predominantly white and the other predominantly nonwhite."

Some cynics thought they detected a Nixon Administration ploy to please the South by turning against the North. But J. Stanley Pottinger, director of H.E.W.'s civil rights office, said the actions against Boston "hold no implications to other Northern cities, nor signal any change in policy." But, he added, "we found no case quite like this anywhere."

Boston has 93,000 students, 26,000 of them nonwhite. Of the nonwhites, 78 per cent are enrolled in schools that are predominantly nonwhite.

The charge was based primarily on two factors:

- At the intermediate level, there are two sets of schools. One is for grades six through eight and feeds into high schools for grades nine through 12. Over the years this system has become predominantly nonwhite. The other system is for grades seven through nine and feeds into high schools beginning with grade 10. These are predominantly white. Because of the difference in transition from the intermediate level to the high school level of the two systems, it is almost automatic that students must remain in the same—and segregated—system.
- Many of the predominantly white schools are located in the midst of or near large concentrations of nonwhites. Thus, integration would have been possible without any large-scale re

The New York Times/Sam Falk

A youngster takes a form-recognition test. A Federal report released last week warned of inadequate schooling for gifted children and said that "creative talent cannot survive educational neglect and apathy."

but that the plan was implemented in only four schools, now predominantly nonwhite. H.E.W. wanted to know why the system stopped at converting only four of the schools.

For the moment, Boston's position appears to be one of special isolation, with little support from other cities, North or South. Most Northern cities are likely to say that they are not guilty of such oddly demonstrable obstacles to desegregation as Boston's peculiar feeder system into the high schools. In addition, the fact that Boston's nonwhite enrollment constitutes only 30 per cent of the total should make integration much easier than in, say, New York, where black and Puerto Rican pupils constitute 55 per cent of the total.

—FRED M. HECHINGER

The Gifted:

The High Price of Neglect

"Intellectual and creative talent cannot survive educational neglect and apathy."

With these words, a Federal report issued last week warned that the nation's schools are not providing adequate education for the unusually

imaginative insight and intense interest and involvement, and/or are judged to have special promise.

The report, which was prepared under a Congressional mandate and issued by the United States Office of Education, said: "Research has confirmed that many talented children perform far below their intellectual potential. We are increasingly being stripped of the comfortable notion that a bright mind will make its own way."

The problem is that at too few points in the educational structure—from the Federal level down into the individual classrooms—is there the necessary commitment of personnel and money. According to the report, "Education of the Gifted and Talented," most such children are restricted to traditional learning situations that all too frequently are stifling and inhibiting to their creativity and ingenuity. The same criticism is sometimes made in connection with the education of so-called "normal" children, as well.

What the gifted child needs to flourish and fulfill his potential, the report indicated, is a flexible learning environment in which he is especially challenged and stimulated. The best approach perhaps is what is known as a "differentiated educational experience"—a combination of various kinds of classes and teaching techniques.

Ideally, there should be individualized instruction so that the student may move through his subjects at his own speed. There should be an opportunity for independent study whereby the child, unconstricted by a time schedule, can better respond to his personal interests.

California, Illinois and Connecticut were cited in the report for their special programs for gifted children. California, for instance, allocates $8.25-million specifically for programs for the 123,000 children it legally classifies as "mentally gifted minors."

One of the leading programs is in Garden Grove, near Los Angeles. A gifted second-grader in that community would be in a class only with other gifted children, 31 of them. His program would be highly individualized. For instance, he would be reading books of the grade level suited to his reading capacity, and he would already be looking up information on his own and doing complex research.

Recently, one gifted second-grader at Garden Grove's Gilbert School gave his gifted classmates a 20-minute, oral report on plankton, the microscopic organisms found in the sea.

The "differentiated" approach does not, however, require isolating the gifted youngster; nor does it demand that he be set apart from normal youngsters. Both can work side by side or in combination, each at his own speed and in pursuit of his own interests, the report said.

All of this suggests the need for teachers who have received special preparation to enable them to work most effectively with the gifted, and for administrators who can set up the necessary programs. But such personnel are in short supply.

Especially hard hit by the inadequa-

Afro Amer
4-21-73

Myths And Tragedies Of Black Education Exposed

By BAYARD RUSTIN

NEW YORK — Of the institutions that have experienced transforming effects of black advancement, none have felt the impulse for change more noticeably than education.

Some might argue whether black demands have resulted in substantive improvement in learning; none, however, would deny that the civil rights movement and all that came with it have forever altered our way of looking at educational policy.

And while we have profited from most of what has happened (black high school graduates, for instance, are now as likely as their white classmates to enroll in college), there have also been serious mistakes made in the name of black educational progress.

Thomas Sowell, a black professor of economics, tells of many of these failures in a recent book, "Black Education: Myths and Tragedies."

The myths of which he writes are the myths of what constitute "relevant" education. The tragedies occur when the myths become public policy.

* * *

Perhaps the most damaging myth is that of the middle class black. College officials, Sowell points out, no longer define the "middle class" black by the usual measurements of income and standard of living.

Instead, Sowell says, a black student "may be defined as middle class without any real knowledge of his circumstances, which may be as bad as (or worse than) those of his less able neighbor in the ghetto.

He may be labeled as middle class simply because he had such 'old fashioned' traits as perseverance, hard work, responsibility, and a desire to be judged as an individual."

That attitudes, rather than income, determine a student's class label has profound effects on educational policy, since admissions policies and the awarding of scholarships and other grants very often revolve on a student's background.

* * *

Thus, using the new formula for judging the middle class, a student whose parents work as domestics or laborers might be labeled "middle class" by a college even though the family income was near the poverty level.

Instead of seeking students with strong academic records, or promising potential, Sowell contends that many colleges seek out "authentic ghetto types."

In determining who is and who isn't an "authentic ghetto type," such factors as political outlook, alienation and attitude are considered more important than the student's grades or test scores.

Ultimately, black students, both the qualified and unqualified, suffer the consequences.

Black students with outstanding high school records are often denied admission or financial aid (and, in effect, admission) by good colleges. The pschological impact is often no less severe than if they were the victims of outright discrimination.

On the other hand, black students with poor or average high school achievement, but whose appearance, attitudes and politics are in vogue, are caught in an atmosphere which is alien to them.

Sowell says that "few students go through such anguish for so little education." The anguish and isolation which afflict these students has led them to reject the mainstream of campus life, and to seek separatist dormitories, organizations and eating halls.

The policy of rejecting those uniquely defined as middle class black students has had another effect — that of reinforcing the stereotype that blacks are less intelligent than whites.

Colleges, students, and the public see experiments to increase the black enrollment founder, and basically irrelevant courses created for black students, and conclude that blacks do not learn as easily as the rest of society.

The tragedy is that this pattern is so unnecessary; according to Sowell, who has done extensive work in recruiting black students, there are literally thousands of gifted black students who are passed over because of their "middle class" outlook.

* * *

The issues raised by Thomas Sowell are terribly important today. Black people have retained, since slavery, a basic faith that progress comes through education.

But changing education so that it serves a people who have known centuries of discrimination cannot be accomplished, in Sowell's words, by efforts to "atone, experiment, express noblesse oblige, seek emotional experiences, lash out at enemies, or to bask in the spotlight of attention.

"More than anything else, it requires that those who are to be educated must be seen as important in and of themselves — not as clay to be molded, not as exhibits of one's own goodness, or the world's badness, or cannon fodder for various movements and causes.

"If the future is to be different from the past, it will have to be recognized that worthwhile education is a full-time commitment and an overriding priority."

Middle-income families feel education pinch

Chicago Daily News

THE CONSUMER

Middle-income families who have college-age children are being crunched between sky-rocketing college expenses and the ever-increasing cost of living.

Sending a child away to college can be a back-breaking expense. It costs anywhere from $2,500 to $3,0000 a year to send him to a state university and anywhere from $4,000 to $6000 a year for one of the big-name private schools.

About 15 years ago, as a result of Russia's "Sputnik," it became policy in the United States that no qualified high school graduate be unable to go to college because of lack of money. With financial assistance made available by the Federal Government, the states and even private industry, the scramble to go to college was on.

However, in the award of financial assistance, much greater emphasis has been given to financial need than academic achievement. The result is that some very smart, but needy, students can now go to some of the best and most expensive private schools in America, while some just as smart or smarter students from middle-income families can't afford to.

The brilliant son of one of my closest friends was a National Merit Scholar. He was accepted by Northwestern University and applied for financial assistance. It was determined by the school that the boy and his family should contribute $4200 a year out of the total estimated cost of about $5000 a year. Maximum aid of $800 a year was offered.

Trouble is, the family can't afford $4200 a year. The boy is now at the University of Illinois with a full-tuition scholarship of about $500 a year. It costs his family about $2000 a year to keep him there.

As my own approaches college age, I hear of more and more situations where the student's family earns too much to be eligible for help with college costs but not enough to afford them without it.

Here's why:

Colleges and other agencies that give financial aid to college students rightly expect the student's parents to pay as much of the cost as they can afford. They offer aid only to fill the gap between what they estimate the costs to be and what they expect the student and his family will be able to pay.

To determine what the parents can afford, they ask them to submit data on their income and assets as well as any extraordinary expenses they have. A formula is applied to this data, and they come out wit hwhat they think the parents can afford to pay. I've seen the formula and I think they're nuts.

For instance, let's take the Jones family, a hypothetical, statistically average family of four. The older of two children is about to be graduated from high school. Mr. Jones earns $300 a week, $15,000 a year. They own a modest home having an equity of possibly $5,000. They're able to keep up with all their bills, and they have about $1,500 in savings.

Not rich, but I know plenty of $15,000-a-year families of four with a kid approaching college age who would love to change places with them, economically speaking.

According to the College Scholarship Service (CSS) and its Parents' Confidential Statement (PCS), which is used by most colleges to determine the financial aid to offer an applicant, our hypothetical Mr. Jones can afford to pay $2,100 a year toward the college expenses of his older child. No way.

This is not to say that available aid should not be limited to less fortunate families. I think it should. They need it more. Without it, college would be impossible for them.

But please don't say that Mr. and Mrs. Jones can afford to pay $2,100 a year toward their child's college education. They cannot.

Shift in roles predicted

A new university seen

By James Worsham
Globe Staff

The Carnegie Commission on Higher Education predicts major changes in the public service functions of American universities and profound changes in the organizational structure of higher education.

In its latest report, the commission says:

- The public service function of universities will shift from areas such as defense and space to ecology and race relations.
- Planning and resource allocation will shift from private bodies to public agencies and manageds of higher education systems.
- Large-scale research will move off campus.

"Just as the city must relate to the state and Federal governments," the commission said, "so too must the new university become not only internally accountable to its constituencies but externally accountable to society."

The commission's observations are in the report, "The University as an Organization."

"Universities have a bad case of organizational indigestion because they have swallowed multiple and conflicting missions," the report says.

The commission also sees a trend away from the residential campus, a decline in faculty-prescribed course work, and the replacement of the "appointive" system in university governance with a more democratic model of "representation, election and consensus."

Possible directions for organizational change, the panel said, include less powerful governing boards, which will ratify rather than make institutional decisions.

The university presidency, it said, will become "an elective office for a limited term" and the entire administration will be simplified as the research and public service missions are changed.

New organizational forms for the university — such as television classrooms, the open university and industry-based education — will be expanded.

he university, it said will become a "community bounded by professional interests" rather than geographical considerations.

LEARNING—SCHOOLS

Harvard plans broad study of its liberal arts program

Harvard University has created a new research-evaluation office attached to the Dean of the Faculty of Arts and Sciences to strengthen its liberal arts evaluation procedures.

The new office, which absorbs the present Office of Tests, will be headed by the present testing office head, Dean K. Whitla.

The new Office of Instructional Research and Evaluation will assist the administration, departments, committees and houses in evaluating the effects of their programs and will study the impact of grants from the president's innovation fund.

"Universities have done very little to gain systematic knowledge of the instructional and ethical impact of courses, concentration or of liberal arts in general, and this includes Harvard," said President Derek Bok in announcing the move.

"My hope is that research in these areas will give us data to know what effect instructional practices can and do have on our students and to give us a better way of making tough decisions about educational matters," he said.

Bok said the new office will in the coming months study some of the educational and social effects of Harvard and Radcliffe houses, including the house-based courses in student programs; assist staffs offering self-paced courses; and conduct a large-scale student evaluation of courses.

LEARNING—SCHOOLS

SHAW UNIVERSITY
University Without Walls Of Boston
56 Dale Street
Roxbury, Massachusetts 02119
617-445-5221

THE UNIVERSITY WITHOUT WALLS

BACHELOR'S DEGREES
FOR
MEMBERS OF THE ARMED FORCES
AND
ALL VETERANS

An Extension Of:

Shaw University
Raleigh, North Carolina
&
Union for Experimenting Colleges
And Universities/Antioch College
Yellow Springs, Ohio

THE CONCEPT

The mission of the University Without Walls Of Boston of providing more relevant educational opportunities has developed out of a conviction that the urban university must become an instrument of constructive social, economic and political changes as well as a repository of knowledge. It must move education beyond such superficial and theoretical approaches and pursue more daring analyses and application of knowledge to solution. Indeed, the dramatic symptoms of the challenges presented to mankind in contemporary societies, require an innovative rethinking of the behavioral concepts for humanizing education and the environment to which it responds and within which it operates.

To effectively carry out this Human Mission in the world of education, Shaw's University Without Walls was developed as a New Approach to Higher Learning. It was developed in response to the fact that for many competent students, existing undergraduate programs are too limited, too prescribed and too inflexible, and are not responsively adapted to the urgent needs of contemporary society. The program, therefore, emphasizes a flexible curriculum, combinations in which students work and study, free exchange of students between institutions, and the development of innovative advances in teaching with unique opportunity to learn and earn the baccalaureate degree. It is designed to be student-centered and functionally oriented. Although consciously tailored to be self-directed, it offers the opportunity for students to work with special advisors, sensitive educators, and other carefully chosen personnel who will assist the students in attaining their educational objectives. As such, the UWW Program focuses on: (1) flexible scheduling, which permits the student to spend as much time as he needs or wants on any phases of his studies; (2) the benefit of resident instructions and the opportunity to learn from "adjunct" or off-campus faculty, composed of persons actively employed as business executives, scientists, educators, artists, writers, public officials, etc., with strong emphasis on the student setting his own pace.

Because of its educational relevance and practical flexibility, the University Without Walls Program offers an extremely unique opportunity for members of the Armed Forces and all veterans (active and disabled) wherever they are and whatever their academic and life experiences happen to be. The program recognizes and awards academic credits toward the baccalaureate degree for life experiences that may include military training, leadership training, on-the-job training, correspondence and extension courses, credits taken through the United States Armed Forces Institute, credits accumulated from accredited institutions of higher learning, special seminars, workshops, service schools, as well as many other forms of educational development. By translating achievements and recognizing them as credits toward a college degree, the UWW Program not only facilitates a new approach to quality education, but it also reduces the amount of time and cost required to earn the bachelor's degree.

HOW TO APPLY

1. Send for information and application to:
   Director
   University Without Walls of Boston
   56 Dale Street
   Roxbury, Massachusetts 02119
2. Fill out the application form and attach to it $25.00 application fee.
3. Fill out life experience form (one for each experience).

4. Secure letters of recommendation regarding your experience.
5. Provide transcript(s) of academic work completed at institutions of higher learning (if any).
6. Furnish a resume.
7. Submit a report of self-evaluation relative to your experience, desired bachelor's degree and future plans.
8. Submit a plan of payment of your tuition.

FINANCIAL BENEFITS, ASSISTANCE AND LOANS

1. Veterans educational benefits are available through the Veterans Administration if you qualify under the appropriate regulations and policies. Upon your eligibility, the University will certify your enrollment.
2. Other types of financial aids are available at the University if you are eligible under the appropriate policies and criteria.
3. You can always arrange for an Educational Bank Loan to cover your tuition.

SYSTEM OF EVALUATION

Upon receipt of your credentials your educational status will be assessed, a plan of study will be developed and an adjunct professor will be assigned to work with you toward the completion of the bachelor's degree requirements.

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